

Oldfield Pre-school

Green Lane, Vicars Cross, CHESTER, CH3 5LB



Inspection date

22 September 2017

Previous inspection date

16 July 2014

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|--|----------------------|-------------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Staff are highly skilled in helping children to develop positive attitudes towards others, such as reading books about different families. They challenge children's views and help them to understand that all families are different, such as those with same sex parents.
- Staff promote children's healthy lifestyles exceedingly well. They implement excellent hygiene routines and take the time to explain to children that germs are invisible and what might happen if they do not wash them off.
- Children learn from staff how to be well mannered, polite and kind to others because staff are superb role models. Children do things for their friends, such as pick things up that their friends have dropped. Staff use highly effective strategies to help children learn about right and wrong and how their behaviour might make others feel.
- Partnership working with parents, other professionals and staff at the other settings children attend is exceptional to help promote seamless care and learning experiences.
- Children have exceptional relationships with staff. For instance, those who have recently started at the pre-school run to staff when they arrive for reassurance. Staff comfort them and read their favourite story to help them quickly settle.
- Children believe they can be the best, overcome challenges and have a strong belief in their own ability. Staff help to promote this through giving them positive praise that is meaningful. This gives children opportunities to learn from their mistakes.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide even more opportunities for staff to build on their already first-rate knowledge and skills and to monitor the impact this has on children's outcomes.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and staff are an exemplary team who work hard to continually improve the pre-school. Each day they reflect on their practice and identify ways to improve it further. This leads to rapid and continual improvement in practice. Staff's professional development has a significant impact on their teaching. For instance, they have completed training in promoting children's communication and language development, specifically for children who have special educational needs and/or disabilities. This has helped staff to use strategies to help intervene in children's learning earlier and close gaps quicker. The manager has identified ways to help to extend staff's already excellent teaching skills. For instance, she is building on the rigorous mentoring of staff, observations of their practice and supervision sessions. Safeguarding is effective. All policies and procedures to safeguard children and promote their welfare are outstanding and staff implement them with the utmost priority.

Quality of teaching, learning and assessment is outstanding

Observation, assessment and planning of children's learning are comprehensive and consistent across the pre-school. Staff use this highly effective method to provide tailored individual learning for children reflecting their uniqueness. Their teaching is first class and fun for children. Activities are interesting and staff provide optimal challenge for children to help them achieve outstanding outcomes. For example, staff use a puppet to help capture children's interest and solve mathematical problems. Children help a pig puppet work out what shape has six sides, and they are eager to share their answers as they correctly label the shape as a hexagon.

Personal development, behaviour and welfare are outstanding

Staff combine their enthusiastic teaching and innovative ideas to quickly capture children's interests and promote their extremely high levels of engagement. They prepare children for group time by starting with a short activity. Staff take resources from a basket and play a new game or show children something they have not seen before. For instance, they drop a ball onto a tambourine full of glitter. Children's fascinations grow with pure delight as the glitter flies into the air and then slowly falls to the floor. Staff then start their group activity while they have children's full attention. Children then go on to concentrate fully on their learning for the rest of the group time. The pre-school is a calm place; children want to be here and enjoy their play as they show delight in their expressions.

Outcomes for children are outstanding

All children make outstanding progress and rapidly learn the skills they need for the next stage in their learning, including their move on to school. Children have exceptional mathematical skills; they can sequence numbers, recognise numerals and name three-dimensional shapes. Children who speak English as an additional language excel and staff work with their parents to help children rapidly grasp the use of English.

Setting details

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| Unique reference number | 305229 |
| Local authority | Cheshire West and Chester |
| Inspection number | 1103490 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 20 |
| Number of children on roll | 38 |
| Name of registered person | Oldfield Pre-School Committee |
| Registered person unique reference number | RP524230 |
| Date of previous inspection | 16 July 2014 |
| Telephone number | 01244 317056 |

Oldfield Pre-school registered in 1974. It is run by a voluntary management committee. The pre-school operates during term time only, from 8.45am to 3.30pm, Monday to Friday. It receives funding to provide free early education for two-, three- and four-year-old children. There are seven members of staff who work with children, all of whom hold appropriate early years qualifications at level 2 or above, including one who holds qualified teacher status.

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