

Vorda Pre School

British School Building, Brewery Street, Highworth, Swindon, Wiltshire, SN6 7AJ



Inspection date

16 October 2017

Previous inspection date

6 November 2014

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

Summary of key findings for parents

This provision is good

- The well-qualified and experienced manager continuously strives to identify and make further improvements. She reflects critically, and actively gathers the views of parents, children and staff to identify and target areas for development.
- Staff provide exceptional support for children's emotional well-being. They very thoughtfully and sensitively manage children's moves within the pre-school and on to school. Children are extremely confident, settled and exceptionally well behaved.
- The manager and staff build excellent relationships with parents, professionals and other settings that children attend. They give the utmost priority to making sure that they have all the information they need to provide individual care for each child.
- Teaching is consistently good or better. Staff encourage children to think critically and solve problems. They support children's mathematical development especially well.
- Assessment records are precise and show clear evidence of children's good achievements. Staff share these records regularly with parents, which in turn enables them to support their children's learning more effectively at home.

It is not yet outstanding because:

- At times, it becomes noisy and boisterous in the three- and four-year-olds' room. This makes it difficult for children and staff to hear each other clearly, and less comfortable for children who want to play quietly.
- Managers do not have a clear picture of precisely how well all groups of children, such as boys and girls, are progressing.

What the setting needs to do to improve further

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

- review the use of learning spaces to help ensure the needs of all children are met fully, including those who learn better outside and those who benefit from a quieter environment
- monitor the progress of different groups of children, such as boys and girls, more precisely, to be able to target teaching to help all children consistently make the best possible progress.

Inspection activities

- The inspector observed the quality of care and teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager and discussed how she monitors and improves the quality of teaching.
- The inspector held a meeting with the manager and two members of the committee.
- The inspector spoke with several parents, staff and children, and took account of their views.
- The inspector looked at a range of documentation, including children's records, evidence of staff suitability, development plans, and policies and procedures.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant in looking out for children who may be at risk. They work closely with families and others, such as the children's centre staff, to help families overcome difficulties. The manager monitors staff practice effectively and identifies ways to develop their already strong teaching skills. For instance, she has arranged support from school Reception teachers to help staff develop their literacy teaching skills. Staff provide especially good support to children who receive additional funding. For example, staff have used funds effectively to enable children and parents to participate in trips to broaden their experiences and help form family friendships.

Quality of teaching, learning and assessment is good

Staff listen attentively to children, who know their views are valued. For example, children keenly offer solutions as to how to form a circle, saying 'Use a magnet' and 'Get more children'. Younger children especially enjoy a variety of messy and sensory play. For example, they enthusiastically gather and explore the texture of leaves. Staff provide activities and resources that capture children's interest so children are fully absorbed in their play. For example, a large group of children play very cooperatively, rolling toy vehicles down guttering. They make a bridge together with their legs, and excitedly wonder whether big or small cars will roll furthest. Staff foster children's growing determination to try new things and to enjoy the experience of completing tasks successfully, such as writing their name.

Personal development, behaviour and welfare are outstanding

Staff provide exceptional support for children's emotional well-being. They ensure one of the children's special members of staff is always present to reassure them. Staff are first-class role models, treating children with the utmost respect and kindness. They always explain to children why some behaviours are not appropriate so that they quickly learn what is expected. Children's behaviour is exemplary. They become highly independent and extremely self-assured. Children take great interest in the world around them. For example, they marvel at an unusually red sun and handle a tiny caterpillar with extreme gentleness. Regular visits, such as from the police and road safety officers, deepen children's understanding of how to keep safe.

Outcomes for children are good

All children make good progress, including those who have special educational needs and those for whom the setting receives additional funding. They gain the skills they need for the next stage in their learning, including moving on to school. Children develop excellent social skills. They use their growing mathematical skills to solve problems, such as how many more pieces of apple to cut for all the children. Children listen attentively to stories and confidently discuss their ideas. They recognise, and some attempt to write, familiar words.

Setting details

Unique reference number	109095
Local authority	Swindon
Inspection number	1070096
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	38
Number of children on roll	34
Name of registered person	Vorda Pre-School Committee
Registered person unique reference number	RP518169
Date of previous inspection	6 November 2014
Telephone number	01793 763668

Vorda Pre School registered in 1975. It operates from the British School Building in Highworth, Wiltshire. The pre-school is open five days a week during term times only. Sessions for two-year-olds are from 9.15am until 11.45am. Sessions for three- and four-year-olds are from 9.15am until 3.15pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff who work directly with the children. The manager and deputy hold early years qualifications at level 4, five staff hold qualifications at level 3, and one member of staff is qualified to level 2. The pre-school also employs an administrator.

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