

Madley Pre-School

Madley School, Madley, HEREFORD, HR2 9PH



Inspection date

Previous inspection date

9 November 2017

15 June 2015

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders, managers and staff are enthusiastic about their roles and are keen to maintain good standards throughout the pre-school. Staff morale is high and they work well together to build on their strengths and to identify areas for improvement.
- The pre-school is bright, welcoming and has a homely feel. A wide range of good-quality resources and interesting activities is available to support children's play and learning indoors and outside.
- Staff know the children well. They plan play activities based on the children's interests. Staff regularly assess their progress and use the information to plan for the next steps in children's learning and development.
- Children behave very well. Staff are good role models. They speak to children in a calm and respectful manner. An effective key-person system is in place. Children enjoy close and caring relationships with all staff, these help them to feel settled and support their emotional well-being.
- Partnerships with parents, other providers and professionals are very good. Information about children is shared in a range of ways. This contributes strongly to meeting children's needs and ensuring consistency in their care and learning.

It is not yet outstanding because:

- At times, staff do not organise the learning environment well enough to ensure that all activities and routines are planned effectively to enable all children to fully participate.
- Staff's professional development is not sufficiently focused on raising the quality of teaching even further to help promote children's attainment at the highest level.

What the setting needs to do to improve further

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

- organise the learning environment so that children are consistently highly motivated and eager to join in
- strengthen performance management even more precisely to focus on enhancing the quality of teaching to an outstanding level.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the pre-school.
- The inspector talked to the management team about their priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day and from completed questionnaires.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is good

The manager works alongside the staff on a daily basis. She has an accurate overview of the quality of the pre-school. Children's individual progress is assessed to identify any gaps in their learning and development. Any additional support they may need is swiftly provided. Staff meet regularly with the management team to identify training and development opportunities and discuss how they can enhance the experiences offered to children. This has a positive impact on the outcomes for children. The arrangements for safeguarding are effective. Staff are knowledgeable and understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Robust procedures for recruitment and to check the ongoing suitability of staff are implemented well. All required documentation is in place and records accurately reflect details of any accidents or incidents involving children.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how children learn and develop. They provide a good balance of planned and child-initiated play. Staff incorporate numbers, counting, shape and size into everyday activities. At snack time, children count the cups and talk about the colour, shape and size of fruits. They think and share ideas as they engage in meaningful conversations. Staff support children's use of technology and together they find pictures of their favourite animals. Young children are focused and show high levels of concentration as they explore paint. They excitedly make marks with their fingers and proudly show staff and visitors their messy hands.

Personal development, behaviour and welfare are good

The pre-school is located in the school grounds. They share expertise, resources and training opportunities. Children become familiar with the school environment as they attend school events and regularly visit the Reception class. This supports their move between pre-school and school when the time comes. Staff teach children about the importance of a healthy lifestyle and good hygiene. Healthy snacks are made available and parents provide children with a packed lunch. Staff remind them to eat their savouries and fruit before small treats. Staff promote children's physical development well. Children delight in running and balancing activities. They enjoy collecting leaves and items that interest them from the playing field.

Outcomes for children are good

All children make good progress and acquire the key skills required in preparation for school. They are confident, keen and enthusiastic learners who display a can-do attitude. Young children are beginning to learn routines and boundaries. Children listen attentively at story time and enjoy giving meaning to the marks they make. They have regular opportunities to count, sort and match. Children develop good social interaction. They visit the elderly residents at the local care home and enjoy trips to places of interest.

Setting details

Unique reference number	EY416484
Local authority	Herefordshire
Inspection number	1094527
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	18
Name of registered person	Madley Pre School Committee
Registered person unique reference number	RP520196
Date of previous inspection	15 June 2015
Telephone number	01981 251980

Madley Pre-School registered in 2010. The pre-school employs 12 members of staff. Of these, one is a qualified teacher and seven hold appropriate early years qualifications to at least level 3. The manager has achieved early years professional status. The pre-school opens Monday to Friday during term time and for three weeks during the summer holidays. Sessions are from 7.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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