

# Potton Pre-School

Next to Potton Lower School, Everton Road, Potton, SANDY, Bedfordshire, SG19 2PB



<b>Inspection date</b>	30 November 2017
Previous inspection date	20 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

- Children are highly motivated to learn. They are engrossed in activity, freely exploring both inside and outside. Staff skilfully add challenges and encourage children to use equipment in many different ways.
- Staff work exceptionally closely with other settings that children attend. They share information, helping to maintain continuity in children's rapid progress.
- Children work very well together. They make choices about what they are going to do. Staff ask them to vote to decide whether they listen to a story or continue to sing some songs. This helps children understand that their thoughts and choices are valued.
- Children learn to take age-appropriate risks for themselves. They tentatively climb on wooden blocks before walking down ramps they have built with planks. They use their arms to help them balance, helping to promote their excellent physical development.
- Managers value self-evaluation. They seek focused feedback from parents, children and other professionals who visit the pre-school. They strive to continually improve the setting. Staff enthusiastically contribute ideas for improvement. These are discussed at regular staff meetings, helping to keep staff extremely involved.
- Children thrive on the sense of responsibility staff give them. They take turns to be the helper of the day, taking the lead in routine tasks and becoming a positive role model for other children. The praise staff gives helps to boost children's self-esteem very well.

## What the setting needs to do to improve further

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

- build upon the imaginative and exciting ways staff continue their professional development and help support children's learning at the very highest level.

### Inspection activities

- The inspector viewed activities inside and outdoors and assessed the impact on children's learning. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with management committee members and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of suitability of staff and other documents, including children's assessments and the safeguarding procedures.
- The inspector took into consideration the views of parents recorded in satisfaction questionnaires.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Managers follow extremely robust selection and recruitment procedures, helping to ensure all staff are suitable for the role in which they are employed. Staff and management committee members refresh their knowledge and are very clear about their responsibilities to help keep children safe. The manager monitors staff performance extremely well. Staff share ideas and information they gather through training courses, helping to maintain consistency in the high-quality provision. Providers have plans in place to extend the wide range of professional development opportunities to assist the experienced and well-qualified staff to deliver exciting teaching at the highest level.

### Quality of teaching, learning and assessment is outstanding

Children are engaged in a very wide mix of self-chosen and adult-led activities. Their imagination is triggered while they explore. In the garden, children talk about the fairies and creatures that might live at the base of a cherry tree. Children develop their physical and problem-solving skills extremely well. For example, they decide to weave bright material around the trunk as they want to keep the tree warm in cooler weather. Children enjoy the interactions they have with staff. Staff ask them questions, listening to their answers and explanations. Children rummage in a large container while others close their eyes, trying to guess which musical instrument has made a sound. This helps to promote communication and turn taking superbly.

### Personal development, behaviour and welfare are outstanding

Staff sit with children while they eat their snacks and lunches. Staff are excellent role models, helping children to behave very well. Each group of children works in rotation with their key person to carry out specific tasks, such as tidying the home corner. Children feel extremely proud when they receive stickers for their contributions and achievements. Staff use a variety of exceptional ways to effectively communicate with parents. For example, key persons support parents by providing ideas for learning at home and at key developmental stages, such as toilet training.

### Outcomes for children are outstanding

Children make excellent progress. They are confident, motivated learners who are keen to try new experiences. Children who have special educational needs and/or disabilities are supported exceptionally well. Outside professionals visit them in the pre-school, helping parents and staff to support children's progress. Staff introduce communication aids, such as physical objects and sign language. Managers monitor children's progress and use additional funding that some children receive very effectively. Children recognise letters and begin to write their names. They use complex sentences to communicate and solve simple mathematical problems, such as taking one away. Children persevere to fasten buttons and zips on their coats themselves and demonstrate their exceptional readiness to move on to school.

## Setting details

<b>Unique reference number</b>	EY396150
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1102200
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Potton Pre-School (St. Mary's) Committee
<b>Registered person unique reference number</b>	RP518852
<b>Date of previous inspection</b>	20 May 2014
<b>Telephone number</b>	01767262807

Potton Pre-School was originally registered over 45 years ago. There are currently 10 staff working directly with children. Of these, six hold qualifications at level 3 or above. The setting opens Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm, with the option of a lunch club from 11.45am to 12.30pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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