

Horn's Mill Pre-School CIO

C/O Horns Mill Primary School, Denbigh Close, Frodsham, WA6 0ED



Inspection date

Previous inspection date

25 April 2018

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
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

- All those involved in this pre-school, the trustees, managers and staff share ambitious plans for high-quality care and education. Highly effective evaluation, monitoring and partnerships are integral to the outstanding practice.
- Teaching is inspirational. Staff are well qualified and experienced. They share their areas of expertise and knowledge of children very well with each other. They implement highly creative, challenging and fun activities. Plans for children's learning are shared well with parents. This supports children to excel in play, learning and to develop.
- Children are highly motivated. Exemplary partnerships with external agencies enable children who have special educational needs and/or disabilities to maximise their learning opportunities. Staff gain support and training to use specialist equipment and knowledge. They use this proficiently to engage each child in play and exploration.
- Children's welfare is paramount in the pre-school. Staff follow and involve children in consistent routines throughout the day. A highly skilled staff team and a very effective key-person system efficiently support children's moves to, from and within the pre-school. Children enter confidently, pleased to see their friends and staff.
- Children are highly motivated and behave well. Staff celebrate children's achievements with them. Children thrive on praise and encouragement. They give each other 'marshmallow' claps when prompted by staff and independently.

What the setting needs to do to improve further

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

- continue to work with internal and external partners to help to rigorously assess the accuracy and effectiveness of staff's assessments of children's learning.

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 completed a joint observation with a member of staff.
- The inspector talked to children, staff and trustees at appropriate times throughout the inspection and met with the manager.
- The inspector looked at a range of documentation, including policies and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children from information in the pre-school's records and by talking to some parents.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider uses highly challenging criteria when evaluating the provision. She collects and analyses information about children's outcomes and staff performance. The information gained is used expertly to plan highly personalised learning and teaching strategies for each child and staff member. It also helps to identify where any additional funds are best targeted. For instance, they purchased resources aimed at raising children's communication and literacy outcomes. Children's progress is closely monitored. The manager involves staff, parents, trustees, the local authority, local schools and any relevant external professionals in the monitoring process. They use their particularly close relationship with the on-site school to test the accuracy of staff assessments of children's learning. They want to continue to extend these partnerships further. They have superb links with other schools that children go on to attend. They have plans to further develop these relationships. Safeguarding is effective. Staff recruitment procedures are robust and staff training on safeguarding issues is given the highest priority.

Quality of teaching, learning and assessment is outstanding

Staff have an excellent knowledge of how children learn. They use this knowledge expertly to model learning. They plan short, sharply focused activities for children. Staff plan various sessions to target children's developing communication and literacy skills. They follow their highly successful 'ready, steady, read' initiative. Children immerse themselves in a funky fingers session where they explore dough and small tools to help them to develop the skills necessary for writing. Children know the session lasts only as long as a song is played and concentrate deeply throughout. They continue to write, draw and paint in play. Staff are highly effective in igniting children's interest in sounds. Some children describe the difference between high and low notes played on the guitar. Others notice when they confuse the 'b' and 'p' sounds, demonstrating great confidence.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models to children. They model good hygiene practices. Staff plan a highly inclusive play environment. They organise an outdoor daily mile for children to enjoy the benefits of fresh air. All children join in. They run, walk or are helped by staff. Staff complete it enthusiastically. They encourage children to test their skills and develop stamina. Staff are highly skilled in helping children to feel confident, valued and to develop warm relationships in the pre-school. All children join in with singing and moving to music. Staff use specialist equipment and adapt everyday resources to enable all children to explore different textures and materials safely. This includes children who have special educational needs and/or disabilities. Children learn about difference in daily activities, planned activities and in seeing text written in different languages.

Outcomes for children are outstanding

All children, including children who have special educational needs and/or disabilities make excellent progress given their individual starting points. Children are highly motivated. They develop a real enjoyment of learning and finding out what they can achieve. They are very well prepared for the next stage of their education and school.

Setting details

Unique reference number	EY497485
Local authority	Cheshire West and Chester
Inspection number	1040235
Type of provision	Full-time 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	36
Number of children on roll	69
Name of registered person	Horn's Mill Pre-School CIO
Registered person unique reference number	RP905389
Date of previous inspection	Not applicable
Telephone number	07853 403764

Horn's Mill Pre-School CIO re-registered in 2016. It employs 14 members of childcare staff. Of these, one holds early years professional status, 12 hold appropriate early years qualifications at level 4, 3 and 2. The pre-school opens Monday to Friday, term time only, from 7.45am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

