

# Luckington Pre-school

Luckington Cp School, Luckington, CHIPPENHAM, Wiltshire, SN14 6NU



## Inspection date

1 May 2018

Previous inspection date

7 October 2015

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

- The dedicated manager and her staff are strongly committed to providing children with the best possible care and learning experiences. They gather the views of parents and children to help shape improvements. Since the last inspection they have developed rich opportunities for outdoor learning that benefit all children.
- All children make rapid progress in their learning. Staff have very high expectations of what each child can achieve. Teaching is extremely responsive to children's needs. Children are very eager to learn and exceptionally motivated as they play.
- Staff create a warm and extremely nurturing environment where children flourish. There is an atmosphere of kindness and respect, where everyone is valued. Children are exceptionally confident and capable. They take great pride in doing things themselves.
- Staff support children's social and language skills exceptionally well. This forms a firm foundation for the outstanding progress they make in literacy and mathematics.
- Partnerships with parents are excellent. Staff involve them thoroughly in their children's learning and offer valuable advice to enable parents to support learning at home very effectively. Parents comment highly positively on their children's experience at pre-school.
- Children have rich opportunities to explore and learn about their own environment. They have a growing understanding and appreciation of people and communities beyond their immediate experience.

## What the setting needs to do to improve further

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

- enhance even further the partnerships with staff at other settings that children attend, to engage them all highly successfully in sharing information to provide even greater consistency in children's learning.

### Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the quality of teaching and children's learning.
- The inspector spoke with children, staff and some parents during the inspection and took account of their comments.
- The inspector held meetings with members of the management team and discussed how they evaluate the quality of the provision and plan and implement improvements.
- The inspector looked at documentation, including children's records, policies and evidence of staff's suitability.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The management team monitors the quality of the pre-school rigorously. It checks the accuracy of staff's assessments thoroughly, and the progress of individuals and groups of children to ensure their needs are met extremely well. Staff are experienced and well qualified. Effective supervision helps the leader identify precise training needs to develop staff's skills. For example, courses enhance staff's expertise in teaching literacy so they can provide challenging experiences to maximise children's learning. Highly effective partnerships with teachers help staff prepare children exceptionally well for moving on to school. Staff do not always build close links quite as successfully with all other early years settings that children attend. Safeguarding is effective. Leaders and staff regularly update their knowledge to help them keep children safe. They are vigilant and know precisely what to do if they have concerns about a child's welfare.

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

Staff know children extraordinarily well. They are highly responsive to children's current fascinations. They provide challenging activities that inspire children. For example, staff use children's interest in a centipede to estimate the numbers of legs of different animals, and then count to test their theory 'like scientists'. Children count exceptionally well. They add, sort and eagerly record their results. They concentrate for long periods on their chosen activities and staff support their play with immense skill. Staff give children a great deal of individual time and have interesting conversations, such as 'How does a rocket booster work?' or 'Why do tadpoles have to eat?' They help children to think highly creatively and give them extraordinary confidence to express their views.

### Personal development, behaviour and welfare are outstanding

The richly resourced activities that children can choose from ensure that they are highly motivated to play. Staff place great emphasis on developing children's personal skills. The consistent routines and staff's high expectations help children learn what is expected of them and they become extremely independent. Children invite others to join in, they comfort friends who are upset, and resolve minor conflicts amicably. Their behaviour is exemplary. Children have an impressive awareness of safety. They show new children how to carry scissors safely 'so you don't poke your eye out' and explain why you should not run indoors. Children demonstrate exceptionally high self-esteem and confidence.

### Outcomes for children are outstanding

All children make outstanding progress. They respond to new, exciting experiences with awe, such as when using a magnifier to spot 'a tiny, tiny foot' growing on a tadpole. They are immensely creative and enjoy rich and varied craft activities. They make price labels and shopping lists in the pretend shop and count out money to pay. They hear the sounds in words, and older children begin to read and write simple words. They love listening to stories and happily choose books to look at by themselves. Children's impressive concentration and eagerness to take part in activities prepare them extraordinarily well for school.

## Setting details

<b>Unique reference number</b>	199367
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1127316
<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>	18
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Luckington Pre-school Committee
<b>Registered person unique reference number</b>	RP520540
<b>Date of previous inspection</b>	7 October 2015
<b>Telephone number</b>	01666 840028

Luckington Pre-school registered in 1992 and is based within the grounds of Luckington Primary School, in Wiltshire. The pre-school is open each weekday from 9am to 1pm, during school term time only. The committee employs three members of staff, including the leader, to work directly with the children. The pre-school leader and one other member of staff hold appropriate early years childcare qualifications at level 3, and the deputy leader holds qualified teacher status. The pre-school follows the Montessori approach. The pre-school receives funding to provide free early education for children aged two, three and four years.

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