

St. Osmunds Pre-School

St. Osmunds School, Exeter Street, Salisbury, SP1 2SG



Inspection date

11 May 2018

Previous inspection date

22 May 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	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

- Leaders and staff have an uncompromising commitment to achieve excellence in all areas. They review and evaluate the quality of their provision extensively. For example, they meticulously analyse data from children's achievements to develop highly focused planning, to ensure high levels of achievement for every child.
- Observation, planning and assessment processes are exceptionally rigorous. Staff know the children remarkably well and plan activities to enhance children's learning. They are skilled in knowing how to challenge and extend children's learning even further. Children make outstanding progress in all areas of learning from their starting points.
- Children develop a superb understanding of how to keep themselves safe. For example, on walks into the local community, staff support younger children incredibly well to understand the importance of looking and listening for approaching cars. They help children to decide when it is safe to cross the road and offer high levels of supervision.
- Staff work incredibly well to support children who are learning English as an additional language. For example, children really benefit from staff who are bilingual to help them to build their communication skills through hearing their home languages spoken.
- Leaders and staff are excellent role models. They set high behavioural expectations. Children behave exceptionally well, and they demonstrate respect and kindness towards others. Children confidently talk about what friendship means.

What the setting needs to do to improve further

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

- continue to implement plans to explore an even broader range of inspiring and innovative learning opportunities, to continually enrich children's learning and enjoyment.

Inspection activities

- The inspector observed the activities, and the quality of teaching and supervision of children throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including staff suitability checks; policies and procedures; children's observation, assessment and planning records; and documentation linked to monitoring children's progress.
- The inspector took into account the views of parents spoken to on the day.
- The inspector conducted two joint observations of staff practice and discussed these with the manager and deputy manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders and staff have an excellent understanding of safeguarding procedures and what to do to help protect children from harm. They use exceptionally rigorous risk assessments to ensure the security of the premises and high standards of safety and hygiene throughout the setting. Leaders continually review and update policies and procedures, using these effectively to manage any concerns. They have rigorous recruitment and induction procedures to help ensure the continued suitability of staff and volunteers. Leaders use regular and precise monitoring of staff performance to ensure the quality of teaching is high. The highly qualified staff work exceptionally well as a team and are motivated to continue with their professional development. For example, recent training has focused on supporting staff to develop excellent questioning techniques with children. Leaders and staff make superb use of self-evaluation to enhance their outstanding practice. They conduct rigorous research on innovative concepts to support their practice and recognise the need to enrich children's learning experiences continually to promote outcomes.

Quality of teaching, learning and assessment is outstanding

Staff have an excellent commitment to extend and broaden children's learning experiences. Children develop a superb understanding of belonging to a community. For example, staff work in partnership with local businesses highly successfully to extend children's learning. Children enjoy outings to local shops, hair salons, florists and to have their feet measured. Staff place an extremely sharp focus on encouraging children's communication and language skills. For instance, in small-group situations, staff challenge children for their views on how textures feel and to predict changes that may happen to some materials if they add other ingredients.

Personal development, behaviour and welfare are outstanding

All children, including those who may be disadvantaged, are supported incredibly well through strong partnership working with parents and other professionals where needed. Additional funding received by the setting is used extremely resourcefully to help ensure all children make rapid progress in their learning and development. Staff nurture children to develop high levels of self-belief and resilience, and encourage children to celebrate their achievements. Children have excellent opportunities to develop their physical skills and well-being, such as taking part in yoga and mindfulness sessions.

Outcomes for children are outstanding

All children are extremely well prepared for their next stage in learning, including going to school. Children are motivated learners. They listen attentively, remain engrossed and engaged in purposeful activities for incredibly long periods, and join in enthusiastically with discussions. Children have superb opportunities to develop pre-writing skills. For example, they write clearly recognisable numerals and understand their meaning.

Setting details

Unique reference number	EY357437
Local authority	Wiltshire
Inspection number	1135579
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 - 8
Total number of places	44
Number of children on roll	51
Name of registered person	St Osmunds Pre-School Committee
Registered person unique reference number	RP520570
Date of previous inspection	22 May 2014
Telephone number	01722 329238

St. Osmund's Pre-School registered in 1985. The pre-school is open five days a week during school term times. Sessions run from 9am until 3pm on Monday to Thursday, and from 9am until midday on Friday. The Sunshine Club operates from 7.30am until 8.50am and 3.15pm until 6.15pm on Monday to Friday during term time. The Sunshine Club also operates during half terms, the Easter holidays and the first three weeks of the summer holidays from 8.45am until 3.15pm. The pre-school receives funding for free early education for children aged two, three and four years. There are 12 members of staff employed to work directly with the children. Of these, two hold relevant qualifications at level 6, eight hold relevant qualifications at level 3 and one holds a qualification at level 2.

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