

# Plough Green Pre-School

St Johns Hall, 411 Malden Road, Worcester Park, Surrey, KT4 7NY



## Inspection date

24 May 2018

Previous inspection date

9 December 2015

<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

- Partnerships with a wide range of professionals are exceptional. The pre-school's special educational needs coordinator works closely with others and acts on their advice to enable individual children to make the very best possible progress.
- Staff have an expert knowledge of teaching and learning. They use a variety of teaching strategies, tailored to each child's learning needs, and sensitively support children when they need it. As a result, children flourish at the pre-school.
- The manager has an ambitious vision and fosters a culture of reflective practice. The staff team is dedicated to reviewing its practice to ensure continuous improvement.
- Children are curious and enthusiastic learners. Staff value children's ideas, helping them to contribute to creating the stimulating environment. Children are highly motivated and eager to explore.
- Partnership working with parents is consistently strong. Staff actively engage with families and involve parents exceptionally well in their children's learning. For example, staff encourage parents to talk to children about their traditions or occupations.
- Children form secure attachments to the staff and show that they feel exceptionally happy and secure. They thrive in the warm and friendly pre-school, demonstrating a deep sense of belonging which significantly contributes to their emotional well-being.

## 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 strategies that enhance children's already high levels of concentration to maintain the rapid progress in their learning.

### Inspection activities

- The inspector spoke to the manager, staff and children at suitable times throughout the inspection.
- The inspector observed the quality of teaching and the impact this has on children's progress during indoor and outdoor activities and routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including those relating to staff suitability, children's records and a range of policies and procedures.
- The inspector spoke to some parents and considered their views.

### Inspector

Angela Fedi

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager promotes high-quality standards at the pre-school. She monitors and supports staff through observations of their practice, supervision meetings and appraisals. The manager recognises the importance of building on children's already very good levels of concentration to maintain the excellent outcomes. Staff make the very best use of professional development opportunities, which has a positive impact on children's learning. For example, staff use their knowledge gained through sign language training to help children make the very best progress in their communication and language skills. Safeguarding is effective. Leaders and staff are vigilant and know how to respond promptly should they have a concern about a child in their care. Children who have special educational needs and/or disabilities benefit from exceptional support. The special educational needs coordinator works with staff to help them provide what each child needs so that they make excellent progress from their starting points.

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

Staff use their exceptional knowledge of children's learning needs to plan precisely for the next steps in learning. They successfully monitor children's progress to ensure any gaps in learning are swiftly closed. Staff make the very best use of the environment so that, for example, younger children have the freedom to explore and play with older children and learn from them. Children respond exceptionally well to staff's innovative teaching. For instance, when younger children are not keen to explore books on the bookshelf, staff make them more accessible by placing them on the floor and encourage children to find their favourite stories to build on their early reading skills. Children are highly imaginative. They thoroughly enjoy pretending to care for others in the role-play hospital.

### Personal development, behaviour and welfare are outstanding

The key-person system is highly effective. Staff arrange to visit children in their home before they start at the pre-school and encourage parents to share what they know their child can already do. Children are very well behaved and develop excellent social skills. Staff offer clear explanations and use props, such as emotion masks, to help toddlers to understand their behaviour and learn about their feelings. Children have rich opportunities to develop their physical skills. They enjoy playing in the garden where they use a wide variety of equipment and proudly show the vegetables that they have helped to plant and care for. Children are helped to be emotionally ready for the move to school. They dress up in school uniforms in the role-play area and staff read books to them about starting school.

### Outcomes for children are outstanding

All children make rapid progress in their learning. They gain excellent skills and are extremely well prepared for their future learning and the move on to school. Children are highly independent and successfully manage their care needs. They are motivated and inquisitive learners. Children are developing excellent early reading skills and are confident communicators.

## Setting details

<b>Unique reference number</b>	131805
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	1126926
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Plough Green Pre-school Committee
<b>Registered person unique reference number</b>	RP521930
<b>Date of previous inspection</b>	9 December 2015
<b>Telephone number</b>	020 8337 1295

Plough Green Pre-School registered in 1996. The pre-school is open each weekday from 9.30am to 12.30pm, during term time only. It employs 14 staff, including the manager. Of these, 10 hold appropriate early years qualifications at level 3 or above, including two who hold qualified teacher status. Two staff have qualifications at level 2. The pre-school receives funding for free early years education for children aged two, three and four years.

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