

Wray School Pre School

Wray Institute, Main Street, Wray, Lancaster, LA2 8QG



Inspection date

29 June 2018

Previous inspection date

14 July 2014

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

- Children develop an interest and enjoy learning in the outdoors. They have limitless opportunities to investigate, explore and discover the world around them as they play. Well-qualified staff use their expert knowledge to plan exceptionally, highly stimulating, challenging and interesting experiences in the natural environment which children thoroughly enjoy.
- The manager's pursuit for excellence is superb. Staff support and training opportunities are well promoted to help them to continue to provide rich and innovative learning experiences for children. Staff's continuing professional development has maximum impact on children's learning and development.
- The quality of teaching and learning is consistently high. Children make significant progress from their starting points, including those who need additional help and support. Children are exceptionally well prepared for their move on to school.
- Highly successful partnership working is established with parents, other settings and the local school. They share a wealth of information between them to support children's learning in the pre-school and at home. Parents state how staff create wonderful experiences for their children and how they are extremely safe and well cared for.
- Children's behaviour is exemplary. They display exceptional levels of confidence and independence to keep themselves safe and manage age-appropriate tasks. Staff offer an abundance of support, encouragement and praise, and value their achievements.

What the setting needs to do to improve further

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

- continue to review and develop the already excellent opportunities for children outdoors to build on their sensory experiences and physical development even further.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views and the written statements also provided.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager and staff have an in-depth understanding of child protection issues and the reporting procedures if they have any concerns. Staff risk assess the indoor and outdoor facilities thoroughly and maintain comprehensive records to protect children's welfare. The manager and staff team are extremely passionate in their role and continuously looking at ways to improve their already excellent practice and outcomes for children. For instance, staff recently attended a sign language course and this has had a very positive impact on supporting children's communication and language skills. The manager is exploring further ways to build on the excellent outdoor opportunities to support children's sensory experiences and physical development. Staff have very high expectations of what children can do and achieve. They use their detailed observations and assessments of children's learning to monitor their progress accurately.

Quality of teaching, learning and assessment is outstanding

Children are provided with an extremely rich and varied learning environment that truly inspires their interest and stimulates their curiosity. The unique resources and well-conceived spaces encourage risk-taking, challenge and investigation. Staff use highly effective teaching strategies to promote children's learning and development and they are highly responsive to children's individual needs. Children have a wonderful time mixing paint and creating potions. They go into the woods with torches and look for story boards and follow the arrows which point to the next area. Children enjoy building dens and carefully handle magnifying boxes to examine insects. They eagerly use clipboards and pens to draw pictures and they excitedly discuss what they have drawn. Staff skilfully use children's interests to initiate high-quality conversations to further extend their thinking skills.

Personal development, behaviour and welfare are outstanding

Children are extremely independent and very good at initiating their own ideas. They develop excellent decision-making skills and show high levels perseverance during their play. Staff set challenges in a safe environment. They help children to learn how to use tools safely, for instance handling a saw to cut wood and a hammer and nails. Staff form very strong relationships with children and help them feel very emotionally secure. They actively support children's health, strength, coordination and concentration. For example, children very successfully use ropes to pull themselves up a steep bank and back down again. Children learn about leading healthy lifestyles and practise hygiene routines.

Outcomes for children are outstanding

Children thrive in this pre-school setting. They demonstrate a sheer desire to engage and explore using their senses. Children take part in purposeful outings to other parts of the woodland to consolidate their learning. They use natural resources very creatively, gain exemplary physical skills, and learn to look after their environment. Children gain extremely strong skills for their future learning and display impeccable behaviour. They learn to share, take turns and develop a culture of tolerance and respect.

Setting details

Unique reference number	EY385203
Local authority	Lancashire
Inspection number	1104882
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of registered person	Wray School Pre School Committee
Registered person unique reference number	RP902140
Date of previous inspection	14 July 2014
Telephone number	07909 797 861

Wray School Pre-school registered in 1999 and is run by a management committee. The setting employs five members of childcare staff who all hold appropriate early years qualifications at level 3, including the manager who holds qualified teacher status. The pre-school opens from Monday 9am until 1pm and Wednesday, Thursday and Fridays 9am until 3pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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