

Inspection date	20 September 2018
Previous inspection date	Not applicable

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

The provision is outstanding

- The highly successful management team has an excellent determination to achieve and maintain the highest standards of care and learning for children.
- Performance management of staff is robust. Staff understand how to further enhance their already outstanding teaching. Leaders precisely target professional development for staff to build on their first-class knowledge and skills.
- Leaders are passionate about preparing children as well as possible for starting school. They work closely with a range of professionals to develop strategies of how best to teach children skills for their future learning. Leaders share this knowledge with staff to enable them to support children's outstanding progress in readiness for school.
- Teaching is exemplary. It is highly responsive to every child's needs. Staff help children to rapidly grasp new skills when they start, including their speech development.
- Staff provide many experiences that significantly broaden children's understanding of the world. For instance, they take them to meet with elderly residents in the community. Staff also teach children how to speak French to help promote their cultural awareness.
- Children's health, welfare and well-being are central to staff's practice. For example, when children arrive each day staff check on their emotional well-being by establishing how they feel about the day. Hygiene routines are very well-imbedded, and staff take the time to explain to children ways to be healthy.
- Children's behaviour is excellent. From a young age, staff help children to solve minor disagreements independently and positively.

What the setting needs to do to improve further

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

- enhance the already excellent support for parents to share detailed information about all that their children know, and can do when they start attending, to further strengthen the robust assessment of children's starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning. He discussed with staff the progress of children and the arrangements to reduce differences for groups of children.
- The inspector spoke with staff and children during the inspection. He considered the views of parents.
- The inspector completed a joint observation with one of the owners. He discussed self-evaluation, staff performance management and professional development with the leaders.
- The inspector held a meeting with the owners. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector had a tour of the pre-school. He joined children's play and spoke with staff about the arrangements for safeguarding.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management is outstanding

Staff are critical of, and reflective on, practice. The views of others are well-rooted in evaluation. The actions that leaders take to improve the pre-school, lead to a provision centred around the needs of children. Partnership working is highly effective. Staff go above and beyond to work with the providers of other settings children attend. For example, they continually share information with them and invite them to observe the children at the pre-school. This helps to provide seamless continuity for children between all settings they attend. Leaders effectively target additional support to help children who have special educational needs and/or disabilities to rapidly catch up. They work hard to identify and reduce any differences for groups of children, such as boy's toileting skills in readiness for school. Safeguarding is effective. Staff have an expert knowledge of child protection procedures and they act quickly to promote children's welfare.

Quality of teaching, learning and assessment is outstanding

Staff provide rich, varied and imaginative experiences for children. This helps them to concentrate on learning for much longer than expected for their age. Staff work hard with parents to successfully involve them in their children's learning. They have recently identified ways to further increase parent's involvement in the assessment of their children's starting points. Although, they have not fully implemented these plans. Staff make quick interventions in children's learning when required and parents comment that they feel fully involved in this process. Staff expertly teach children the skills they need for the next stage in their learning. For example, they provide activities that help young children to understand language, empty and fill containers with water and play alongside others. Staff introduce other skills to children that they will need to become successful future learners, including recognising words that rhyme and the concept of size.

Personal development, behaviour and welfare are outstanding

The environment is highly stimulating. Children who start attending feel immediately secure in the pre-school. This helps to give them the confidence to extend their own play, such as independently accessing toys. Children show extremely high levels of engagement and motivation and they are very curious about different concepts. Staff give children meaningful praise. This helps them to develop confidence in their own abilities as they understand what they can achieve well. Staff go the extra mile to support children to feel fully prepared for their eventual move to school. They help children to feel emotionally secure in their new school, such as by visiting with them.

Outcomes for children are outstanding

Children make extremely high rates of progress in relation to their starting points. They can make marks and give meanings to them. Differences in outcomes for groups of children are diminishing quickly. Young children quickly learn and repeat single words. All children are highly motivated learners who thrive in this outstanding pre-school.

Setting details

Unique reference number	EY536758
Local authority	Shropshire
Inspection number	10076785
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	34
Name of registered person	Explorers Childcare Ltd
Registered person unique reference number	RP536757
Date of previous inspection	Not applicable
Telephone number	07805 216411

Explorers Childcare Ltd registered in 2016. It operates from a shared use premises. The provider operates three settings. The pre-school opens from Monday to Friday, from 9am until 2.45pm, during term times only. There are 10 staff employed to work with the children. Of these, all hold appropriate qualifications at level 2 or above, including one who is an early years teacher. The pre-school receives funding to provide free early education for children aged two, three and four years.

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