

Aardvark Preschool

The R J Mitchell Primary School, Hornchurch RM12 5PP



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| Inspection date | 19 October 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Outstanding | 1 |
|---|--|--------------------|----------|
| 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 manager meticulously monitors groups of children. She is extremely passionate about providing the highest quality provision to enhance learning experiences and improve outcomes for all children. The manager involves staff and parents in evaluating the pre-school to ensure continually that she drives improvement. For example, she makes decisions with parents about how to spend additional funding to meet children's needs.
- The manager has built excellent partnerships with other local provisions to support children fully who have special educational needs (SEN) and/or disabilities. For instance, staff work closely with other settings that children attend, to provide outstanding care and learning opportunities. This helps children to prepare for their move to school.
- Staff are highly skilled at encouraging children to learn in ways that excite and motivate them. For instance, staff encourage boys who want to play with cars to develop their early writing skills. Staff tape pens to vehicles that children push along and children enjoy making marks, as they develop their dexterity successfully.
- A highly engaging and inviting environment builds children's enthusiasm for learning, and supports them to develop their imagination and creativity exceptionally well. Children excitedly 'perform' on the stage, delivering puppet shows for their peers.
- An extremely effective key-person system is in place. Children form secure attachments with staff. This helps them to develop the confidence to attempt challenging physical activities. This is seen when children progress from holding onto staff as they carefully balance on wobbly bricks, to walking successfully to the end of the bricks after several attempts, proudly exclaiming, 'Look, I can do it on my own!'
- Staff encourage older, more-experienced children to support younger children to use a camera correctly. Children respond well to one another and laugh at the photographs they take. This helps children to form positive relationships and develop a strong sense of achievement as they learn to work together. Children develop key skills needed for future learning.

What the setting needs to do to improve further

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

- continue to build on children's already excellent awareness of others in their local community.

Inspection activities

- The inspector spoke with children, the manager, staff and parents at appropriate times throughout the inspection.
- The inspector and manager carried out a joint observation of a story-time activity.
- The inspector observed activities and play indoors and outdoors, and looked at the range of resources available.
- The inspector sampled documents, including policies, planning, training certificates and children's learning records.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff are highly vigilant at recognising signs of potential abuse. Staff follow policies and procedures meticulously to protect children's welfare. An extremely effective programme of supervision and professional development supports staff to improve practice continually. For example, staff use skills from mathematics training to enhance children's understanding of numbers, space and measures successfully. Children excitedly dig for numbers in the sand, count as they fill cups in the mud kitchen and confidently tell staff the numbers they recognise as they paint on the garden easel. The manager has identified a need to continue to extend children's awareness of other people. For example, she is exploring ways to build positive relationships between the pre-school and older members of the community.

Quality of teaching, learning and assessment is outstanding

Staff work exceptionally hard to build and maintain excellent partnerships with parents. Staff complete home visits to gain an understanding of a child's home life and starting points, prior to their first session. These contribute to precise early assessments of each child and enable staff to provide highly stimulating activities. Staff help children to make sandwiches for mothers to have afternoon tea and offer Saturday stay-and-play sessions to involve fathers in their child's pre-school experience. This helps to ensure continuity of care and learning between home and pre-school, and contributes towards developing extremely positive relationships between staff and families. Staff complete accurate observations and use their excellent knowledge of the early years, to plan activities expertly according to children's individual abilities. For example, staff skilfully share a 'Three little pigs' story basket with young children, encouraging them to listen, choose the correct prop and attempt to 'huff and puff' as the wolf does. Staff support children exceptionally well to develop early communication skills.

Personal development, behaviour and welfare are outstanding

Children mirror the kind, positive behaviour of staff and treat those around them with respect. Staff gently help children to consider risks and take responsibility for their environment. For example, children happily sweep away sand with staff, after realising it could cause an accident if left on the floor. Staff provide a wide range of stimulating resources and activities that fully engages children within the setting and during outings. Children develop an extremely positive understanding of why healthy lifestyles are important. For example, they enjoy choosing the fruit for the snack on a visit to the shops with staff, and are thoroughly engaged as they learn about moving their bodies during a weekly sports sessions, delivered by an outside provider.

Outcomes for children are outstanding

Children develop key skills to prepare them for their eventual move on to school. For example, older children manage their own self-care needs extremely well. They remember to wash their hands before snack time, blow their nose with a tissue and place it in the bin, and master zips on their coats independently. Gaps in attainment are closing rapidly, including for children who have SEN and/or disabilities. Children make exceptional progress in their learning.

Setting details

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| Unique reference number | EY539556 |
| Local authority | Havering |
| Inspection number | 10079268 |
| 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 | 28 |
| Number of children on roll | 55 |
| Name of registered person | Aardvark Childcare Services Ltd |
| Registered person unique reference number | RP536762 |
| Date of previous inspection | Not applicable |
| Telephone number | 07961765919 |

Aardvark Preschool registered in 2016 and is open from 9am to 3pm during term time only. The pre-school employs six members of staff, including the manager, five of whom hold relevant childcare qualifications at level 3 and one member of staff is qualified to level 6. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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