

Silsoe Pre-School

Silsoe Church Of England, V C Lower School, Chestnut Avenue, Silsoe, Bedford, Central Bedfordshire MK45 4GP



Inspection date	30 November 2018
Previous inspection date	Not applicable

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

This provision is outstanding

- All staff demonstrate a highly positive approach to their work and their continued learning. Children mirror these attitudes. They thrive in an exceptional environment where staff fully understand their needs and offer the best possible care and support.
- Staff supervision is exceptional. The highly skilled manager supports them in implementing inspirational teaching techniques. Children make excellent progress and participate with enthusiasm and confidence in an extensive variety of play opportunities.
- Staff make excellent use of any new knowledge from training. Their increased understanding of how children approach tasks enables them to offer highly effective support. Children eagerly persevere and understand how to use their experiences to support their learning.
- The manager continuously monitors children's progress and takes instant action to address any weaker areas. For example, staff work skilfully with children and successfully extend their love of books and their early reading skills.
- Partnerships with parents are exceptional. Staff organise practical sessions for parents to develop further their understanding of children's learning and development and aid them in building on this.
- Children demonstrate a mature understanding of their own emotions and those of others. They competently express themselves using verbal communication and sign language.

What the setting needs to do to improve further

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

- enhance even further the already very good opportunities that support younger children in understanding how exercise affects their bodies.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager. She talked with staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the pre-school manager and the nominated person. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

Inspector
Kelly Eyre

Inspection findings

Effectiveness of leadership and management is outstanding

The management committee and staff are committed to developing the pre-school continuously. Their extensive self-evaluation supports this and they recognise the potential to offer younger children even further opportunities that aid their understanding of the effects of exercise. Staff continuously research the most effective ways to support children and are proactive in making changes that enable them to offer expertly tailored support. The manager makes excellent use of her higher qualification. She inspires staff as she demonstrates her excellent teaching skills. Arrangements for safeguarding are effective. Staff have a comprehensive understanding of issues that could threaten children's welfare and have a thorough knowledge of how to report concerns. Accidents are meticulously reviewed, further promoting children's safety. Staff use exemplary procedures to work in partnership with other childcare settings.

Quality of teaching, learning and assessment is outstanding

Highly skilled staff present activities that appeal to children and support them in gaining further skills. For example, children take turns to roll dice. They read the numbers, listen attentively and competently follow the instructions on the dice. Staff use all opportunities to extend children's learning, skilfully adapting activities to include all children. For example, children make a toy shop. They practise their writing skills as they make signs and write lists. They learn new vocabulary, such as 'sale items' and 'department'. Children look through catalogues at the shop and staff encourage younger ones to find the right section for toys. Older children develop their mathematical skills as they notice the catalogue numbers and use these as they write order forms. Staff make use of all environments to aid children's learning. For instance, children enjoy 'adventure walks' where they explore their neighbourhood, find out about weather and study local wildlife.

Personal development, behaviour and welfare are outstanding

Their exemplary use of the key-person system supports staff in working closely with parents and gaining a comprehensive understanding of each child. They use this knowledge to the utmost to help children settle and to build on their learning. Staff promote children's physical development and children gain an excellent understanding of safety. For example, they make bridges and slopes using crates, wooden planks and bricks. At each stage, they assess their structure to see if it is safe, making any necessary adjustments. Children frequently look at their assessment records. They competently review their achievements and understand how they are learning. They display highly positive emotional attitudes and face new challenges and experiences with confidence.

Outcomes for children are outstanding

All children make exceptional progress and rapidly develop the skills that support their learning and prepare them for school. Children gain excellent communication skills. They show great competence in using language. For example, children throw bean bags and eagerly recite words from a story as they describe going 'over', 'under' or 'through' tyres. This particularly aids children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY536936
Local authority	Central Bedfordshire
Inspection number	10076948
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	45
Number of children on roll	70
Name of registered person	Silsoe Pre-School Committee
Registered person unique reference number	RP517117
Date of previous inspection	Not applicable
Telephone number	01525864938

Silsoe Pre-School re-registered in 2016. The pre-school employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one who has qualified teacher status. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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