

St Andrews Pre-School & Jammie Dodgers ASC

1-2 St Andrews Road, Tidworth, Wiltshire SP9 7EP



Inspection date	24 April 2019
Previous inspection date	10 July 2015

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

This provision is outstanding

- Overall, staff use a wide variety of excellent teaching techniques to support children, including those with special educational needs and/or disabilities, to make rapid progress from their starting points. Children are well prepared for the next stage of their learning.
- Children are motivated and active learners who relish trying new activities and who confidently explore and discover. Staff support them fully to plan their learning and then reflect on what they have learned.
- The manager and staff share an ethos of ongoing improvement and development. They are currently working on an 'eager for excellence' programme across the pre-school to review and adapt the environment, the use of resources and teaching practice to provide the very best outcomes for children.
- Staff use highly effective methods of behaviour management, helping children to understand and manage their feelings. Children are exceptionally well behaved and promptly follow instructions.
- The manager and staff have built exceptional relationships with parents, enabling them to meet not only the needs of the child but of the whole family. They run courses for parents, such as how to provide a healthy lunchbox.
- The manager has excellent working relationships with agencies which support children and families. She works particularly closely with the local children's centre and speech and language therapists. Staff find out about the work of other agencies, which enables them to signpost parents to the best place to get any support they need.
- Staff know children exceptionally well. They make precise and frequent observations of their progress, enabling them to plan meticulously for each child's next steps. Every child has an individual profile sheet, which means that staff can easily see what they need to know to extend their learning.

What the setting needs to do to improve further

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

- review the organisation of story time for younger children in order to further enhance their learning.

Inspection activities

- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents to seek their views about the setting.
- The inspector held a meeting with the manager.
- The inspector sampled documentation, including staff's qualifications and proof of staff's suitability.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff's interaction with children and assessed the impact of this.

Inspector

Catherine Sample

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. It is always high on the agenda at team meetings and staff's knowledge is kept up to date through training and the sharing of relevant articles and information. Staff are very clear that they would take direct action themselves if they felt this was necessary to protect children. They supervise children carefully and monitor any accidents and incidents to ensure children's safety. The manager makes excellent use of monitoring and supervision to nurture staff's practice. She carefully identifies staff's development needs and ensures that they can access training. Recently, training on basic sign language has led to staff routinely using signing to support the communication skills of all children. The manager meticulously monitors the progress of individual children and a wide variety of different groups to identify any gaps in achievement. She identified minor gaps in numeracy and literacy. Staff have addressed the gaps successfully. As a result, children are making rapid progress in these areas.

Quality of teaching, learning and assessment is outstanding

Staff are skilled at inspiring children to learn. They provide stimulating open-ended resources which capture children's interests. For example, babies freely explored twigs and fabrics of different textures while staff supported children aged between two and three to create 'Bertie' the giant robot from cardboard junk. Staff provided a challenging activity for older children in which they had to group different items according to whether they sink or float and extended this by asking them to go and find their own items to experiment with. Staff make excellent use of open-ended questions to help children think for themselves, such as why an item might float. Staff listen carefully when older children reflect on what they learned during the morning and value what they say. For example, a child explains that she has discovered that heavy items sink and another explains that they have been playing with a shark and learned that they have sharp teeth.

Personal development, behaviour and welfare are outstanding

Children are extremely settled and happy, and staff work tirelessly to engage those that need extra help with building social skills. Even the youngest children learn independent skills, such as using an open cup. Older children are very proud to act as monitors. A child proudly explains what their job as toilet monitor entails and other monitors confidently fetch and lay out the lunchboxes. Children have excellent opportunities to learn about healthy lifestyles. They enthusiastically take part in activities, such as music and movement and yoga, and reflect on how their bodies feel after exercise. Even the youngest children learn good hygiene routines and the reason for washing their hands.

Outcomes for children are outstanding

Children are very eager to learn. Younger children show great excitement as they move into a room with different resources for them to explore. Older children are fascinated by ducklings hatching out of their eggs and are keen to show these to visitors and to their parents. Children of all ages have excellent opportunities to develop their early writing skills. Babies use specialist crayons to make marks on paper taped to the floor while older children write a legible list of the ingredients they need to make a mud pie.

Setting details

Unique reference number	146010
Local authority	Wiltshire
Inspection number	10102299
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 - 10
Total number of places	54
Number of children on roll	85
Name of registered person	TNB Garrison Early Years and Play Committee
Registered person unique reference number	RP906629
Date of previous inspection	10 July 2015
Telephone number	01980 843125

St Andrew's Pre-School & Jammie Dodgers ASC registered in 1991 and operates in Tidworth, Wiltshire. The pre-school is open each weekday from 9am until 6pm, term time only. The after-school club is open from 3pm until 5.45pm during term time only, with a holiday club on offer during some weeks of the school holidays. There are 14 members of staff working with the children. The manager holds a diploma in leadership and management in early years at level 5, 10 staff hold qualifications at level 3, one staff member holds a qualification at level 2 and two members of staff are unqualified. The setting follows the High Scope philosophy.

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