

# Paddocks Pre-School

Paddock Road, Wallingford, Oxfordshire OX10 9LT



<b>Inspection date</b>	17 May 2019
Previous inspection date	26 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

- The managers and chairperson are extremely passionate about their roles and are committed to providing the very best learning experiences for children. They continually assess the quality of the provision to enable them to maintain the highest outcomes for children. The new managers have ensured the quality of the provision has remained exceptional.
- Staff regularly consult with parents and keep them extremely well informed about their children's progress. Parents comment that they are very happy with the swift progress their children make. They praise the highly individualised reports they receive on their children's development.
- Staff plan imaginative and exciting activities to engage and motivate children. For example, children practise many skills through the exciting range of forest school activities in the adjacent school's fields and woodland areas.
- Children achieve extremely well from their individual starting points. Staff thoroughly assess and review children's progress to ensure all groups of learners achieve their full potential. Children are fully prepared for the next stage in their learning, including starting school.
- Staff prioritise the development of children's early literacy and mathematical skills through planned opportunities. This contributes to children demonstrating exceptionally strong understanding in numbers and sounds.
- Children are very happy and demonstrate kind and respectful behaviour. They have developed strong attachments with the caring and nurturing staff. This creates a warm and homely atmosphere throughout the setting.

## What the setting needs to do to improve further

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

- continue to expand opportunities in staff development to focus even more sharply on sustaining the excellent quality of teaching.

### Inspection activities

- The inspector observed different activities, including outdoor learning, and assessed the impact this had on children's learning.
- The inspector and one of the managers observed a planned activity together and discussed their findings.
- The inspector held a meeting with the managers and the chairperson to discuss self-evaluation, safeguarding and staff professional development.
- The inspector talked with staff, children and parents at appropriate times during the inspection. She also took account of written feedback from parents.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff.

### Inspector

Chris Lamey

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have a very thorough knowledge and understanding of how to keep children safe and secure. They take full advantage of available training to develop their skills in child protection. The managers check staff's knowledge through frequent spot checks and safeguarding scenarios. They rigorously monitor assessments of children's development, which helps them to identify gaps in learning very promptly and to take swift action. Managers have high expectations for the setting. They set challenging targets for future improvement and constantly seek new avenues to enrich provision. The provider and managers robustly check staff to ensure they are suitable to work with children. They provide a thorough induction to meet the nursery's high standards. Excellent training plans are in place to maintain the inspirational teaching.

### Quality of teaching, learning and assessment is outstanding

Activities are carefully matched to children's needs and interests, and enriched through very well-planned themes and topics. Staff make very good use of detailed information from parents to identify children's starting points and provide swift support from the outset. Staff expertly adapt activities to suit children's individual learning styles. For example, children who do not like to touch the wet sand are given vehicles to put the sand into to transport it. Staff form highly effective links with other settings that children attend, to further boost their learning and development. For example, key persons visit other settings to ensure there is a joined-up approach for children's transition to school. Younger children delight as they select a prop from a song bag and identify the corresponding song. Older children match corresponding objects to numbers to reinforce their understanding of simple mathematics.

### Personal development, behaviour and welfare are outstanding

Children are extremely caring of each other and respectful of the staff. As children arrive in the morning, staff welcome them with a big smile and a cheerful greeting. Children are provided with an environment that promotes independence throughout. For example, children persevere to put on their own wetsuits to play in the forest school area and take pride in keeping the learning environment safe and tidy. Children have fantastic opportunities to learn about the world around them, nature and how to take care of living creatures and plants. They excitedly turn over logs to find woodlice and spiders and are extremely careful not to harm them as they put the logs back again. Children are superbly confident in making decisions about what they want to play with and concentrate extremely well on self-chosen activities.

### Outcomes for children are outstanding

Children work exceptionally well together to complete self-chosen activities, such as finding out how to make a see-saw from logs and planks as a team. They make excellent progress from their starting points and are very well prepared for the next stage of their learning, including school. Children confidently and competently manage practicalities, such as serving themselves snacks and opening their lunch boxes.

## Setting details

<b>Unique reference number</b>	133711
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10104984
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Paddocks Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904630
<b>Date of previous inspection</b>	26 June 2015
<b>Telephone number</b>	01491 825333

Paddocks Pre-School registered in 1965 and operates in Wallingford, Oxfordshire. It is open from Monday to Thursday from 8.45am to 5.15pm and on Fridays from 8.45am to 3.15pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff who work directly with the children. Of these, one holds qualified teacher status and a further eight hold relevant qualifications from level 3 to level 6.

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