

# Orleton Pre-School Group

Orleton School, Orleton, LUDLOW, Shropshire SY8 4HQ



<b>Inspection date</b>	12 June 2019
Previous inspection date	20 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager monitors the quality of teaching regularly. She helps staff to reflect on their professional skills and improve their practice further. She also provides staff with effective training opportunities to help them upskill. Recent training helped staff to identify new strategies to help children learn to manage their feelings and behaviour.
- Staff plan a good range of activities that help children to practise their physical skills. Children carefully negotiate obstacles, such as climbing under and over as they recreate scenes from their favourite stories. They concentrate as they carefully use hammers to knock pins into a board and enjoy balancing and stretching exercises.
- All children make good progress based on their starting points. This includes those with special educational needs and/or disabilities (SEND). Children gain a secure foundation for their future learning and school. They are confident and inquisitive learners who eagerly seek to develop their knowledge further.
- Staff support children's understanding of the world skilfully and provide them with a wide range of enjoyable experiences. Children closely observe sea creatures, such as octopuses and squid. They ask thoughtful questions and enquire why they don't have bones and whether they sting.
- Children develop good social skills. They play together happily and cooperate well as they confidently share ideas. Children show concern and compassion for their friends. They offer comfort after a friend has fallen over.
- Some staff do not consistently make the best use of children's assessment information precisely enough to identify ways to challenge older children's learning fully.
- During some large-group times, staff do not adapt activities fully in order to enhance the learning for the youngest children and captivate their interests even further.

## What the setting needs to do to improve further

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

- refine the use of assessment information to more precisely identify areas where older children can be challenged even further to help them to make the best possible progress
- extend planning to identify how to adapt activities to further captivate the interests of the youngest children during large-group activities, to help them to make the best possible progress.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

#### Inspector

Anne Clift

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they have concerns about any child's welfare. Staff keep parents well informed of children's achievements and encourage two-way communication about the well-being and development of children at home. Parents explain that they appreciate the ideas that staff give them to help build on children's learning. Staff work effectively with other settings that children also attend. They liaise successfully with health care professionals involved in children's care to support those with SEND. The manager makes good use of additional funding to ensure it is used to benefit children's individual needs. The manager reviews the quality of the provision accurately and identifies areas for further development.

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

Staff support the development of children's communication skills well. They implement targeted support to swiftly close any gaps in children's language development, using effective models to help children to build their existing skills. Children have good conversation skills. They engage in lively discussions, listen carefully to what others say and ask questions. Staff help children to progress well in literacy. Children enjoy sharing books with the close friends they have made and laugh as they explore the illustrations together. They develop a good understanding of letters and sounds, and learn to write their names.

### Personal development, behaviour and welfare are good

Staff are friendly and children form close bonds with them. They confidently play, explore and make choices about what they do. Staff are positive role models and effectively help children learn to manage their feelings and behaviour. Children explain the reasons for some of their rules, such as no running indoors. Staff support children's good health successfully and provide children with many opportunities to be physically active. Children learn the importance of good hygiene routines and know that some food choices are healthier than others. Staff support children's emotional security well and help them to prepare for changes. Children receive consistent praise for their achievements. This helps to build their confidence and self-esteem.

### Outcomes for children are good

Children have good imaginations and express this clearly as they develop story lines with their friends. They recreate roles and experiences, and make resources to support this. For example, children improvise with dough to make 'ice cream' and 'couscous'. They experiment as they create different effects with paint as they mix colours and create images. Children progress well with their mathematical understanding. They learn to count and explore the properties of shapes. They develop good levels of independence and learn to manage their personal care routines well.

## Setting details

<b>Unique reference number</b>	EY398783
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10106715
<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 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Orleton Pre School Group Committee
<b>Registered person unique reference number</b>	RP523008
<b>Date of previous inspection</b>	20 November 2015
<b>Telephone number</b>	01568 780143

Orleton Pre-School registered in 2009. The pre-school employs six members of childcare staff. All staff hold a relevant early years qualification at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am until 5.30pm. The pre-school receives funding to provide free early education for three- and four-year-old children.

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