

Aldbourne Pre-school

St Michael's C of E School, Back Lane, Aldbourne, Marlborough, Wiltshire
SN8 2BP



Inspection date	5 July 2019
Previous inspection date	14 April 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

- The manager is an exceptional leader who inspires and supports staff to ensure that children receive education and care of the very highest standards. High-quality teaching is embedded throughout the pre-school.
- Children are exceptionally well prepared for school. This transition is supported by school lunch visits, use of the school premises and a highly effective buddy system, which really helps to boost children's confidence as they move on to the next stage in their learning.
- The manager and staff team are highly reflective and fully embrace opportunities to learn new skills and engage in targeted training which fosters an effective and consistent approach towards teaching and learning. The manager is highly successful at driving forward improvements.
- Parents say that they feel fully involved in their children's learning and staff work in close partnership with them. Parents' comments are extremely complimentary of the setting and they value the support and excellent communication they have with staff members.
- Children's behaviour is exemplary. They relish in opportunities to engage in challenging experiences, such as climbing trees and swinging from ropes, and have an expert understanding of how to take risks safely.

What the setting needs to do to improve further

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

- continue to help improve parents' understanding of how to promote children's early literacy skills at home.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents by speaking to some of them during the inspection.
- The inspector spoke to staff and children and held a meeting with the manager.
- The inspector looked at a sample of documentation including staff suitability checks and children's records.

Inspector

Rachel Cowling

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is an inspirational role model whose secure knowledge, core values and high expectations are embedded throughout. Arrangements for safeguarding are effective. Staff have a robust understanding of their responsibilities and work well with parents and other professionals to support the whole family. High priority is placed on supporting parents, and the family as a whole, involving them in their children's learning. Parents join their children for songs and news sharing sessions each day, where children's individual experiences and successes are shared and celebrated. The setting is planning to further facilitate families with literacy resources to use at home. Robust arrangements are in place to monitor the quality of teaching, learning and assessment to ensure that children reach their highest potential. Recent training in maths development has led to a focus on how staff build on children's learning opportunities to enable them to make excellent progress.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled in supporting children's learning and following their lead. They promote children's early literacy and writing skills exceptionally well from a very young age. All children, including the two-year-olds, engage in lots of mark-making activities and use resources to develop their physical skills, which helps to prepare them for writing. Staff are instinctively deployed to support children's exciting and challenging learning opportunities such as woodwork, gardening, sensory play opportunities and construction challenges. Staff implement their professional knowledge and expertise to tailor children's activities to meet their individual needs. This is particularly effective for those children in receipt of additional funding and those with special educational needs and/or disabilities.

Personal development, behaviour and welfare are outstanding

Staff place an exceptionally strong emphasis on promoting children's understanding of how to keep themselves safe and healthy. Staff are highly skilled at teaching children to acknowledge and manage their emotions. For example, when some children are apprehensive about visiting the school hall for lunch, staff provide extremely nurturing support to enable them to access the new experience. Staff pay meticulous attention to building strong relationships, so all children, including the very youngest, feel secure, happy and confident in their own abilities.

Outcomes for children are outstanding

Every child is actively engrossed in their play. Older children relish in their imagined ideas. For example, they create keys for their superhero role play, where they work as a team negotiating roles between themselves. Children use play dough ingredients to create their own volcano with lava running through it. Children are curious, investigative and independent learners. For example, children's interest in dinosaurs leads them to embark upon their own investigation using a variety of information sources. Children are inspired to further develop their knowledge. For example, when following a recipe to make play dough, the children were challenged to use half cup measurements as well as full cups.

Setting details

Unique reference number	146021
Local authority	Wiltshire
Inspection number	10113893
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 8
Total number of places	24
Number of children on roll	47
Name of registered person	Julie Kent & Annette Jerram Partnership
Registered person unique reference number	RP520490
Date of previous inspection	14 April 2015
Telephone number	01672 541 648

Aldbourn Pre-school opened in 1962 and is privately owned. It operates from a self-contained room with kitchenette, office, toilet and cloakroom facilities. The pre-school is open each weekday, from 7.45am to 3pm, during term time only. This incorporates a breakfast club for children aged from four to 11 years who attend the adjacent school. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs 10 staff. Of these, nine hold appropriate early years qualifications to at least level 3, and five staff are qualified above this.

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