

Inspection of Telford Preschool

Telford Infant School, Kelvin Road, LEAMINGTON SPA, Warwickshire CV32 7TE

Inspection date: 28 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate enthusiasm on their arrival at pre-school. They separate well from their parents and immediately get involved in group time. They are delighted to see their peers, form strong friendships and express enjoyment at being together. Children demonstrate extremely high levels of involvement and focus in their learning. They are exceptionally self-motivated and take a positive and active role in leading their play. For example, children spot a spider in the sand tray which they identify using the spider identification chart. They log it on the insect tally sheet and then transport the spider to the bug hotel independently.

Children are inquisitive and passionate and they engage fully in the wide range of learning experiences on offer. They benefit greatly from fresh air and outdoor provision. Children move freely between the indoor and outdoor learning environments. Their individual characteristics and personalities are respected, nurtured and celebrated. As a result of this, children have extremely high levels of confidence and self-awareness. They treat each other with kindness and respect and demonstrate an inclusive approach to relationships. Children communicate highly effectively with their peers and the adults in the setting.

What does the early years setting do well and what does it need to do better?

- Leadership is highly effective and leaders have developed a thoughtful, creative and ambitious curriculum that offers interest and challenge. Children benefit from the carefully planned use of resources and equipment, and exceptionally sensitive interactions with adults. As a direct result of this, they make extremely strong progress. Staff know children well and they develop close, trusting and respectful relationships with their families.
- Children's emotional well-being is exceptionally well supported and nurtured. Staff provide a myriad of opportunities and interactions that respect and value children's thoughts, opinions and feelings. An 'emotions board' is used highly effectively and children access this with confidence to start a conversation with staff about how they are feeling. Children are extremely articulate in describing their mood and their feelings.
- Children are exceptionally independent learners. They develop the confidence to select and use purposeful resources in their play. They understand the need to respect materials and put items back where they belong. For example, children identify a tear in their large map and work collaboratively to fix the map using tape, in order for it to be displayed on the outdoor wall.
- Children develop superb large-muscle skills, including strength and stamina. For example, children use sweeping brushes to mark make vertically on the walls of the cabin, as well as for sweeping water from the outside tap across the tarmac floor. Staff are highly effective at promoting children's development of balance

and coordination. For example, they provide children with a wide range of loose parts, such as crates, guttering, large tubes and balls, to encourage them to experiment and guide their own learning.

- Children behave impeccably. They are unfailingly kind, accepting and respectful of their peers and the adults. They take turns and share resources superbly and are concerned with the well-being of others in the setting. They demonstrate an exceptional understanding of the importance of respecting personal space. For example, at circle time, children talk about their 'personal bubble'. Staff reinforce children's understanding by role playing, asking if they would like a 'high five' as it means stepping into their personal bubble.
- Communication and language development take priority in the pre-school. Children use complex and sophisticated language in their play and social interactions. They benefit greatly from the excellent role modelling of staff, who enable and empower children to use their voice effectively. During a snack time discussion, children articulate their understanding of the need to remain hydrated. They know that this will help them 'to run and to walk and to think'.
- Parents are, without exception, delighted with the service on offer to their children. They comment on the caring and approachable staff team, the warmth of relationships developed, the support offered to families and the excellent communication regarding their child's progress. Strengths of the provision are identified as the access to outdoor provision and forest school, and the readiness of their children for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

There is a highly effective culture of safeguarding across the provision and staff maximise opportunities across the curriculum to develop children's understanding of keeping themselves safe. Staff attend frequent training, and safeguarding is high on the agenda during supervision sessions and staff meetings. Staff are skilled and communication is transparent. The level of safeguarding knowledge and understanding is exceptional and leaders have taken action to ensure recording and reporting is highly accessible and effective. Staff are proactive in identifying knowledge that needs refreshing or updating and all leaders, including the board of trustees, are extremely responsive to this.

Setting details

Unique reference number	EY481120
Local authority	Warwickshire
Inspection number	10233936
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	20
Number of children on roll	33
Name of registered person	Telford Playschool CIO
Registered person unique reference number	RP905245
Telephone number	01926428700
Date of previous inspection	13 September 2016

Information about this early years setting

Telford Preschool re-registered as a charitable incorporated organisation in 2014. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. One member of staff holds qualified teacher status and three members of staff hold appropriate level 6 qualifications. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do at pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the staff and children.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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