

Inspection of Orleton Pre-School

Orleton School, Orleton, Ludlow, Herefordshire SY8 4HQ

Inspection date: 8 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are welcomed into the pre-school by the caring staff team and their peers, who are excited to see them. They self-register each morning and place their belongings on their coat peg which is labelled with their name. Children excitedly greet their peers and eagerly join in with interesting learning experiences, which help them to develop new skills and knowledge across all areas of learning. They know what is expected from them and understand the rules and boundaries put in place by staff. Children remember that they must take turns with their friends. Children soon become absorbed in their imaginative play. They fill saucepans with pasta and pretend to make a meal for their friends. Children relish opportunities to explore trinkets in the home corner and learn that items, such as china tea cups and containers need to be handled with care.

Children develop their physical skills as they climb, balance and pedal tricycles around purposeful obstacles, such as a 'roundabout' outside. They create challenges for each other. Children make bridges from guttering and metal stands and take turns to ride underneath. They use mathematical language as they make observations about the bridge. Children think and predict if they will fit under. They tell their friends 'it's too low, it needs to be higher'.

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

- Staff support children to access a wide range of literature. They position books in all areas throughout the pre-school. For example, children access recipe books in the role-play area and information books in the small-world area. Staff read stories clearly and encourage children to share their ideas. Children make links between the colours of familiar animals. For example, when describing an elephant they say 'it's hippo colour'.
- Children display positive attitudes towards learning. They enjoy listening to stories read aloud by staff and eagerly join in with song and rhyme sessions. However, staff do not always make the best use of group learning experiences to challenge children's thinking and extend their learning to the highest level.
- Partnerships with the local school are highly effective. The manager and staff team liaise with teachers to ensure children are prepared for the move to Reception class. They seek advice and expertise to support children with identified delays in their development. For example, they are currently working with a speech and language specialist to further support children's communication and language skills.
- Children learn about the world and where food comes from. They grow their own produce outside in the pre-school garden. At mealtimes, staff support children to reflect on their past learning. They talk about the growth process of a seed which has fallen onto the table from a child's piece of fruit. Staff support

the children to look closely at the seed to observe a shoot. They explain how if they place the seed on to cotton wool soaked with water, the shoot will grow and they will be able to plant it.

- Staff carefully plan the environment to enable children to access resources around all areas of learning, both indoors and outdoors. They set up inviting areas outside to inspire children's creativity; such as a musical area with a stage so children can act and perform. However, at times, staff do not always deploy themselves as effectively as they could to successfully support and encourage children to use these areas and extend their learning further.
- The manager is reflective and regularly evaluates the care and education staff provide. She strives to make continual improvements to benefit the children they care for. The manager ensures any additional funding the pre-school receives is used effectively to support the specific needs of children and their families. Children with special educational needs and/or disabilities are supported to achieve the best possible outcomes.
- Staff establish effective partnerships with parents. They share information about children's learning in a variety of ways; such as through online learning records, social media sites and weekly newsletters. Parents comment on the excellent feedback they receive from staff. They value the ideas they receive from staff to support children's learning at home.
- Managers and staff work hard to make sure the pre-school is recognised as being central to their community. They host events where children can attend with their families, such as coffee mornings and most recently a falconry exhibition. These experiences support children's sense of self and enhances their understanding of the community they live in.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their role and responsibility to promote children's welfare. They have a secure understanding of the indicators of abuse, including the signs an individual may present if they have been subjected to extreme views or behaviours. Staff have a good knowledge of the procedures to follow should they have concerns about a child. They teach children how to keep themselves safe. For example, staff talk to children about road safety. Children confidently explain that when the traffic light is green you can go, and when it is red you need to stop.

What does the setting need to do to improve?

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

- provide staff with even more support to plan and deliver group activities which challenge children's thinking and maximise their learning

- review staff deployment, particularly in the outdoor area, to further support children to broaden their interests and participate in a wider range of activities to extend their already good learning experiences.

Setting details

Unique reference number	2565517
Local authority	Herefordshire
Inspection number	10239567
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	40
Name of registered person	Orleton Pre-School Group
Registered person unique reference number	2565516
Telephone number	01568780143
Date of previous inspection	Not applicable

Information about this early years setting

Orleton Pre-School Group registered in 2020 and is located in Ludlow, Herefordshire. It opens from 8.30am until 5.30pm, Monday to Friday, during term-time. A holiday provision is offered during Easter and summer holidays. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds appropriate early years qualifications at level 2. The pre-school is registered to accept funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the pre-school.
- The manager and inspector completed a learning walk to discuss the pre-school's curriculum.
- The manager carried out a joint observation of an activity with the inspector and evaluated the quality of teaching and learning taking place.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents through written documentation.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.

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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