

Inspection of Mitcheldean Early Learners

Colchester Close, MITCHELDEAN, Gloucestershire GL17 0JS

Inspection date:

17 May 2023

Overall effectiveness

Outstanding

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

All children thoroughly enjoy themselves at the pre-school and make excellent progress from their individual starting points. They arrive full of enthusiasm and smiles, bursting to tell staff their news. They have excellent relationships with the staff, who have an in-depth understanding of their needs, interests and abilities. Children are highly motivated to join in the carefully planned activities and are very familiar with the daily routine. They are extremely well behaved. They recall the setting rules and demonstrate a clear understanding of the reason why each rule is important. They show great curiosity and are keen to explore and investigate. They study caterpillars and show awe and wonder as they discover they have turned into chrysalis.

Children gain excellent independence skills from a young age; two-year-olds join their older peers and change from their outdoor shoes into their 'daps'. When children move on to school they are very capable of managing their clothing, can unpack their lunches, cut with scissors, recognise their names, simple words and can often recognise the names of others. Two-, three- and four-year-olds talk confidently, making their needs known, sharing their ideas and recalling past experiences. Children's motivation to learn is impressive.

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

- The manager is highly enthusiastic in her role. She fosters team working with a passion to ensure that every child has the very best learning experiences at the pre-school. She has an excellent overview of where every child is in their learning. She plans an exciting curriculum that she ensures is implemented and reviewed successfully to achieve the best outcomes for children.
- The manager and staff team create an inspiring learning environment. They use every area of the building and outdoors to their full potential. They adorn the walls with displays that incorporate positive images of diversity, letters and numerals, and interesting photographs, pictures and topical information that they draw children's attention to and actively use as a learning resource.
- The manager, business manager and committee provide excellent staff support and work proactively to evaluate the effectiveness of the provision and drive continuous improvement. They embrace training opportunities to enhance the support and learning of children. For example, staff learned sign language to support children who find communication more difficult.
- Every child receives excellent support from staff. Key persons work in close partnership with parents to tailor planned activities and build on what children know and can do. Staff instinctively challenge children to develop their language, introduce new vocabulary and increase their mathematical awareness. They encourage children to develop a love of books and children relax in the reading

pods and book area, sharing stories with their friends. Children listen avidly to stories. They talk about the characters and what they see in illustrations.

- Staff use every opportunity to foster children's self-esteem. Children receive high praise for their achievements. Staff instinctively promote children's independence, physical skills, creativity and understanding of the world. They encourage children to be inquisitive and to use their ideas.
- The manager uses interesting ways to help children learn to value diversity and people's differences. For example, children excitedly await postcards telling them about Paddington's travels to different countries of the world. They welcome elderly members of the community to join the children for activities.
- Children with special educational needs and/or disabilities (SEND) receive excellent support. Staff ensure children with SEND are fully included. They seek outside professional support as appropriate and implement individual learning plans successfully. The manager uses extra funding exceptionally well to benefit the children to which it relates, for example to enable continued attendance and to buy additional resources to further support children's progress in development of literacy skills.
- Partnerships with parents are outstanding. Parents describe the pre-school team as friendly, welcoming and highly supportive. They praise the support staff give their families and how impressed they are with their children's progress. They feel extremely well informed about their children's learning and really appreciate opportunities to join their children in the setting. For example, they enjoyed afternoon tea to celebrate the King's Coronation. They join in events such as sports days, Harvest and Christmas celebrations at the church. Recently, parents worked with staff to raise awareness of oral health. Children learned about the importance of cleaning their teeth and completed a sticker chart to record teeth cleaning at home. During the inspection one child was heard to enquire if a member of staff had remembered to clean her teeth.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff understand their safeguarding responsibilities. Staff complete regular safeguarding training and their knowledge is tested through questionnaires, to ensure they can recognise indicators of possible abuse or neglect and the action to take in the event of a concern. Staff maintain a safe play environment. They are highly vigilant in their supervision of the children. They allow children to explore and take risks while helping them to learn how to keep themselves safe. For example, two-year-olds learn to balance safely as they walk across a line of crates, and children climb and jump off safely from different levels of the garden. Children are alert to safety and evacuation procedures. They know to stop and listen if they hear the fire alarm or a whistle that might indicate danger.

Setting details

Unique reference number	EY421923
Local authority	Gloucestershire
Inspection number	10288864
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Mitcheldean Early Learners Committee
Registered person unique reference number	RP519968
Telephone number	07890477370
Date of previous inspection	3 November 2017

Information about this early years setting

Mitcheldean Early Learners registered in 1996. The pre-school operates from purpose-built premises next to the primary school in Mitcheldean, Gloucestershire. The pre-school operates from 8.30am to 3.30pm Monday to Friday, term time only. The core hours are 9am to 3pm and extended hours are available. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The setting employs eight staff, including care staff, a business manager and cleaner. Of these, six have appropriate early years qualifications at level 3.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- This was the first routine inspection the provider has had 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 provider.
- The manager joined the inspector on a learning walk of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and the children. They observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager and business manager about the leadership and management of the setting.
- The deputy manager and inspector completed a joint observation of a planned group activity.
- The inspector spoke to staff, parents and children at convenient times during the inspection.
- The special educational needs coordinator and manager spoke to the inspector about how they support children with special educational needs and/or disabilities and those in receipt of extra funding.

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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