

Inspection of Madley Pre-School

Madley School, Madley, HEREFORD HR2 9PH

Inspection date: 16 June 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled at this warm and welcoming pre-school. They separate from their parents and carers with ease. Children form strong relationships with the kind and caring staff team. They demonstrate that they feel safe and secure. Staff support children to be independent from an early age. Children take responsibility for their belongings. They carefully place them in the cloakroom. Older children manage their self-care and understand the importance of good hygiene. Children take turns to help with everyday tasks, such as preparing snack. They skilfully cut and peel a selection of fruits. Staff engage children in thoughtful conversations. They identify the colours red and yellow as they talk about their favourite and least favourite fruits.

Children develop mathematical skills. They confidently count and identify shapes. Children concentrate as they mix and stir the ingredients to make dough. Staff sit alongside them to offer support. They ask children questions and give them time to think and respond. Children develop problem-solving skills. They decide how much flour they will need to make the dough the right consistency. Children learn to care for living things. They grow plants from seeds and help to feed and clean the pre-school's pet guinea pig's enclosure. Children are gentle and quiet as they wait for their turn to stroke the guinea pig.

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

- The leadership and management of the pre-school are strong. They work well together and strive to deliver high-quality care and education to all. Leaders successfully thread the pre-school's values into everyday practice. Their values underpin the experiences they provide for children effectively.
- Leaders place a strong focus on staff continuing with their professional development. Staff regularly attend training to enhance their already good knowledge and skills. They feel very well supported in their roles. Staff comment on the positive relationships they have with each other and the management team.
- Staff provide children with an attractive and well-resourced learning environment. They plan an ambitious curriculum that is tailored to meet children's individual needs. Staff know the children well. They regularly assess their progress and plan activities to help move them forward in their learning. However, staff are yet to consistently share this information with parents to help them to continue and extend children's learning at home.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff work in partnership with parents and other professionals to share information and ensure that children receive the support they need to make the best possible progress.

- Partnerships with parents are effective. Staff speak to parents at drop-off and collection times, and they add information such as photos of children's achievements to their online learning records. Parents are invited to meet with their children's key person at the end of term to discuss their progress and to view their child's learning journey book.
- Children have daily opportunities for fresh air and exercise. They develop good hand-to-eye coordination as they fill and empty containers with water and sand. After lunch, staff provide children with time to rest and relax their bodies. Children understand this daily routine. They find their cushion and lie on the floor. Children take deep breaths as they listen to calming music.
- Staff talk to children throughout the day to support their communication and language skills. They use single words and associative sounds to support the youngest and non-verbal children's emerging speech. Staff encourage children to join in with action songs and rhymes. Young children enthusiastically move around the room. Staff introduce words such as 'stomp' to describe the movements they make.
- Although staff introduce words such as 'happy' and 'sad' to support children to develop the language of feelings, they are yet to provide them with a wide enough range of experiences to fully support their understanding of emotions and enable them to describe how they feel.
- Staff regularly take children to visit places of interest in their local community. For example, they visit the church and the environmental centre. This helps children to learn about the world they live in and to develop their social skills in different surroundings.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge and understanding of safeguarding practice. They carry out daily checks of the environment to ensure that children play in a safe and secure space. Leaders and staff regularly attend child protection training. They recognise the signs and symptoms of abuse and understand the procedures to follow in the event of a concern about a child's welfare. Robust vetting and recruitment procedures are in place. This helps to ensure that all those working with children are suitable for their role. Children are beginning to learn how to keep themselves safe. They understand that they must wear their sun hat when they play outside.

What does the setting need to do to improve?

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

- share even more information with parents about children's next steps in learning to support them to continue and extend children's learning at home

- provide children with more experiences to learn the language of feelings and articulate their emotions.

Setting details

Unique reference number	EY416484
Local authority	Herefordshire
Inspection number	10289016
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Madley Pre School Committee
Registered person unique reference number	RP520196
Telephone number	01981 251980
Date of previous inspection	9 November 2017

Information about this early years setting

Madley Pre-School registered in 2010. It operates from a purpose-built unit in the grounds of Madley Primary School. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications, including the manager, who holds a qualification at level 6. The pre-school is open from Monday to Friday during term time and for three weeks during the summer holidays. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- This was the first routine inspection the pre-school 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 her evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of the views of parents through discussion and documentation.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023