

# Aldbourne Pre-school

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



<b>Inspection date</b>	14 April 2015
Previous inspection date	23 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- A comprehensive and targeted programme of continuous training for staff ensures they are constantly improving their already highly skilled practice and extending their knowledge.
- Precise self-evaluation accurately identifies how staff can improve the provision further.
- Staff work exceptionally well with all parents, sharing information which supports children's learning and rapid progression.
- The special educational needs coordinator has an excellent understanding of the role.
- Precise focused assessments on all children are used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family.
- Children benefit from a wide variety of highly stimulating play and learning experiences provided by staff, inside and outside. These help children to make excellent progress and prepare them for the next stages in their learning.
- Children are motivated and eager to learn. They develop close bonds with staff, who are extremely skilled in supporting children's communication and language skills, and their physical, personal, social and emotional development. However, staff do not always encourage those who are less keen to take part in group conversations.
- Children are confident to practice their self-care skills, promoting independence and confidence in readiness for school.

PROTECT – INSPECTION

## What the setting needs to do to improve further

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

- help all children to be keen to join in group conversations by providing specific support and encouragement to any who are less inclined to take a turn.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outdoors.
- The inspector had discussions with the manager, staff and children.
- The inspector sampled a range of documentation, including records relating to children and staff, policies and procedures such as safeguarding.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.

### Inspector

Penelope Redwood

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**Inspection findings****How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff use their strong knowledge of how children learn and their expertise in teaching to provide an outstanding range of learning opportunities. Children initiate many activities, which are skilfully supported by staff. Children's interest in the outside area leads them to explore natural materials such as digging in mud and sand and attending to flower beds. Children benefit from prolonged periods of uninterrupted time to play and experiment, which ensures that they remain engaged and focused on activities. They develop essential skills for future learning, asking questions and solving problems, which helps ensure they are very well prepared for starting school. All staff work in close partnership with parents and other professionals to support and promote each child's learning to a very high standard through a shared approach. For example, parents and carers share their children's achievements on a special board. This approach supports the children's learning at home.

**The contribution of the early years provision to the well-being of children is outstanding**

The staff provide exceptional care for children to meet their physical needs to a high standard. New children settle in with ease because staff support them extremely well which raises their confidence quickly. They allow children time to explore the environment at their own pace. Children are familiar with all staff and readily seek them out for comfort when needed. Daily routines, such as nappy changing, are carried out by the main carer, which supports children's emotional security and their self-esteem very well. Children are encouraged to put on their own shoes and prepare their own snack, promoting their independence in readiness for school. Children learn about the wider world through looking at books and going on interesting outings, for example, to the library, local church and school grounds. They learn simple words in other languages.

**The effectiveness of the leadership and management of the early years provision is outstanding**

Strong leadership and direction from managers underpins a shared commitment towards delivering exceptional standards. Effective arrangements for recruiting new staff, regular supervision and monitoring of staff performance lead to a high level of consistency of practice. Thorough shared analysis of assessments at regular team meetings means that any specific learning needs are recognised and met quickly. The special educational needs coordinator ensures that staff understand how to work with children with particular needs. Recommendations from the previous inspection have been addressed, benefitting children. The managers have correctly recognised the need to further monitor groups of children closely to ensure the very best outcome for every child.

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**Setting details**

<b>Unique reference number</b>	146021
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	825887
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Julie Kent & Annette Jerram Partnership
<b>Date of previous inspection</b>	23 March 2011
<b>Telephone number</b>	07919 808641 (m)

Aldbourne 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 registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school is open each weekday, from 7.45am to 3pm, term time only. This incorporates a breakfast club for children aged from four to eleven years, attending the adjacent school. This club is registered on both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children, aged from two years to under five years, on roll at the pre-school. Of these, children aged two, three and four years can receive free early years education. The pre-school employs eight staff, of whom all hold appropriate early years qualifications.

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