

Marden Pre-School

Marden County Primary School, Marden, Hereford, Herefordshire, HR1 3EW



Inspection date

20 November 2015

Previous inspection date

15 January 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The setting benefits from a strong, inspirational manager. She leads a staff team which is forward thinking and determined to provide children with high-quality learning experiences.
- Excellent use is made of the premises. They are extremely well organised and resourced in abundance to foster children's enjoyment. Staff make learning fun. They have developed areas for children to explore and develop their curiosity and interest.
- Disabled children and those with special educational needs are supported extremely well. Staff work closely in partnership with other professionals who are involved with the children. They act on the advice given to them to provide additional activities to enhance and support children's learning.
- Behaviour is managed exceptionally well. Staff act as positive role models. They remind children to play nicely together and to share. Challenging behaviour is managed in a consistent manner. Staff work closely with parents to find and implement effective ways to manage children's challenging behaviour.
- Children are extremely well prepared for, and supported through, times of change. This includes during the move on to school. Children regularly visit the school before they move. This helps them to become familiar with their new surroundings. Staff share information with the schools to ensure consistency in children's learning.
- Information is shared with parents on a daily basis. Staff have translated important information into other languages. This ensures that all parents, including those who speak English as an additional language, are fully involved in the setting.
- Children thoroughly enjoy the time they spend at the setting. They rush in excitedly when they arrive. They happily greet staff and eagerly explore the innovative range of activities that is available for them to play with.

What the setting needs to do to improve further

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

- consider the organisation of group times to further enhance and enrich children's already excellent learning opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Becky Johnson

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent understanding of their role in protecting the children in their care. Staff are well qualified. They regularly attend training to ensure that they continually develop their knowledge and teaching expertise. This has a positive impact on children's learning. The manager successfully monitors staff performance. This enables her to quickly identify any additional training needs. The manager and her staff are forward thinking. They constantly reflect on their practice to swiftly identify where improvements can be made. They quickly recognise that occasionally, group times are not organised effectively enough to fully enhance all children's enjoyment and participation.

Quality of teaching, learning and assessment is outstanding

Children are highly motivated and eager to learn. They excitedly explore activities that foster their curiosity and imagination. Staff encourage children to develop activities for themselves. Children listen as they shake acorns and try to guess what is inside. Staff encourage children to think about how they can break the acorn to find the nut. Children become engrossed as they make their own play dough. They recognise the ingredients that they need. Staff help them to measure and count the correct quantities. Children thoroughly enjoy listening to stories and looking at books. Staff effectively use props to further children's enjoyment of story time. Staff plan an extensive range of exciting and innovative experiences which evolves from children's interests. They consistently observe children. A highly effective tracking system quickly identifies if there are any gaps in children's learning. Parents are fully included in their child's learning. Staff share ideas and resources to encourage parents to continue and support children's learning at home.

Personal development, behaviour and welfare are outstanding

Children develop self-esteem due to the excellent support they receive from their key persons. Staff provide exciting activities to encourage children to play outside in the fresh air. Children have fun as they try to pick up apples out of the water using cooking tongs. They make houses using straw and bricks, and eagerly hunt for dinosaurs in the mud and sand. Children's physical development is further enhanced as they competently negotiate the obstacle course that staff have set out for them. Children develop an understanding of healthy lifestyles. They enjoy healthy snacks. They know that milk comes from cows and that it makes their bones strong. Children who speak English as an additional language are exceptionally well supported. Staff competently use a range of resources to aid children's communication skills.

Outcomes for children are outstanding

All children, including those in receipt of funding, thrive in this stimulating and wholly inclusive environment. They make excellent progress in their learning in readiness for school. They recognise and can write their own names. They put on their coats independently and are learning to fasten them up. Children learn to keep themselves safe. They know that they need to be careful when there are a lot of children on the climbing frame.

Setting details

Unique reference number	223562
Local authority	Herefordshire
Inspection number	854640
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 10
Total number of places	39
Number of children on roll	33
Name of provider	Marden Pre-School Playgroup Committee
Date of previous inspection	15 January 2009
Telephone number	01432 880034

Marden Pre-School was registered in 1992. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 5.15pm Monday to Thursday, and 8am until 2.45pm on Friday. Before- and after-school care is offered from 8am until 9am Monday to Friday, and 3pm until 5.15pm Monday to Thursday. A holiday club runs for four weeks during the summer holidays and during half term holidays. Sessions are from 8am until 5.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs and children who speak English as an additional language.

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