

Pedmore Pre-School & Pedmore Activity Club



Pedmore C of E Primary School, Hagley Road, STOURBRIDGE, West Midlands, DY9 0RH

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| Inspection date | 14 March 2016 |
| Previous inspection date | 12 January 2012 |

| 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

- Children thrive in this exceptional, well-resourced pre-school where they make rapid progress in all areas of learning given their starting points. Children are supported by enthusiastic staff who have expert knowledge and understanding of how children learn.
- A well established key-person system is highly effective. Staff get to know children and their families incredibly well from the outset. They gather detailed information that helps children to settle in. Children form positive relationships with staff and quickly gain confidence.
- Very positive partnerships have been established with parents. Parents are rightly very pleased with the care and education provided for their children. Some of the many typical comments of praise include, 'This is a great pre-school', 'My child loves it here' and, 'The staff just cannot do enough for us'.
- Leaders and staff work hard in providing challenging learning activities which promote high achievement and outstanding personal development for children. Outdoor learning is one of the pre-school's many strengths. Superb use is made of the well-designed outdoor area. The popular natural adventure area helps to further enrich children's outdoor learning.
- Staff place children's welfare at the heart of their work. They nurture children's emotional and physical well-being, protecting their interests. Staff work with outside professionals to provide every child with the help and support they need.
- Leaders meticulously evaluate the provision and set ambitious targets. They continuously look for ways they can improve outcomes for the children.

What the setting needs to do to improve further

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

- review the planned changes to build on the excellent teaching that sustains staff's professional knowledge and expertise, and evaluate the impact on children's learning.

Inspection activities

- The inspector observed activities and the quality of teaching in the classroom and the outdoor area.
- The inspector held discussions with the manager and deputy manager and spoke with children and staff at appropriate times during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, including evidence of staff suitability, training and qualifications, policies and procedures and children's records.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection, and comments from questionnaires and thank you cards.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Meticulous attention to legal requirements ensures only suitable adults work with the children. Staff are extremely knowledgeable about safeguarding children's welfare. They know what to do should they have any concerns about children's safety. Partnerships with the host school are highly successful in ensuring children are confident and well prepared for the next stage in their learning. The manager has an exceptional overview of individual children's achievements, which she monitors to track their progress. She acts quickly to close gaps in children's learning. The manager holds individual sessions with staff to identify their strengths and areas for support. She recognises the value of staff sharing their expertise and has plans in place to implement more opportunities for staff's professional development.

Quality of teaching, learning and assessment is outstanding

Staff show an excellent understanding of how children learn and develop. They use this expertise to great effect in planning learning experiences for children. Teaching is creative, imaginative and inspirational. As a result, children of all abilities are inspired and highly motivated to learn. Children are fascinated as they explore how tadpoles grow from the ball of spawn into wriggly creatures. They use magnifying glasses to view these close up and show excitement when they find tadpoles that have grown tiny legs. Children use their creative skills to draw tadpoles and use bubble painting to create their interpretation of the white frog spawn on black paper. Stories and songs about frogs and physical activities help to captivate and extend children's learning further. They predict how many tadpoles are in the tank and a child tells staff she thinks, 'There are millions and billions'.

Personal development, behaviour and welfare are outstanding

Children behave exceptionally well. They settle quickly and form strong and trusting relationships with all staff and as a result, feel very safe. Children learn to keep themselves safe in a range of situations. They move around the pre-school space with care and know that they must wear helmets when riding on bicycles and scooters. Very well-planned opportunities for children to serve themselves provide them with significantly enhanced enjoyment at their chosen snack time. Children self-register when they have their snack, choose what they would like to eat and wash up their own cups and plates afterwards. Therefore, children's independence and sense of responsibility is nurtured exceptionally well.

Outcomes for children are outstanding

All children, including those who receive funded education, make exceptional progress and are developing the skills they need to support their next stage in learning and their eventual move to school. Children learn secure mathematics, communication and physical skills and socialise extremely well. They show exceptional early writing and literacy skills as they recognise and write their names.

Setting details

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| Unique reference number | 253920 |
| Local authority | Dudley |
| Inspection number | 854843 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 8 |
| Total number of places | 40 |
| Number of children on roll | 35 |
| Name of provider | Pedmore Child Care Ltd. |
| Date of previous inspection | 12 January 2012 |
| Telephone number | 01384813702 |

Pedmore Pre-School & Pedmore Activity Club registered in 1993. The pre-school operates during term time only, Monday to Friday. Sessions are from 9am to 3.30pm on Monday, Wednesday and Thursday, and from 9am to 12 noon on Tuesday and Friday. The activity club runs Monday to Friday from 8am to 8.50am and from 3.30pm to 6pm, term time only. The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications. The pre-school provides funded early education for three- and four-year-old children and supports children who speak English as an additional language.

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