

# Severn Beach Preschool

Severn Beach Cp School, Ableton Lane, Severn Beach, BRISTOL, BS35 4PP



## Inspection date

10 July 2017

Previous inspection date

25 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- Leaders review and evaluate the quality of their provision extensively. For example, they meticulously analyse information about children's achievements to develop highly focused improvement plans to ensure high levels of achievement for every child.
- Observation, planning and assessment processes are exceptionally rigorous. Staff know the children remarkably well and plan activities from their immediate interests. They are skilled in knowing how children learn best, to challenge and extend their learning.
- Leaders and staff establish extremely effective partnerships with parents. They value parents highly and involve them in all aspects of their children's learning. For example, staff send home resource packs and lend books to parents to help extend children's learning at home.
- Leaders establish incredibly strong relationships with the linked school, providing consistent support for children as they prepare to move on to school. They work closely with parents and other professionals to use additional funding to provide superb support for children to ensure gaps in learning are rapidly narrowed.
- Leaders and staff are excellent role models. They set high behavioural expectations. Children behave exceptionally well. For example, they have a strong understanding of fairness and confidently negotiate turn taking with their friends. Children determine the rules in the setting and how they expect their friends to behave.

## What the setting needs to do to improve further

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

- continue to implement plans to explore an even broader range of inspiring and innovative learning opportunities to continually enrich children's learning and enjoyment.

### Inspection activities

- The inspector observed the activities, the quality of teaching and supervision of children, throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including staff suitability checks; self-assessment information; children's observation, assessment and planning records; and documentation linked to monitoring children's progress.
- The inspector took into account the views of parents spoken to on the day.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Leaders have very high expectations of staff and for children's outcomes. Leaders and staff have worked exceptionally hard since the last inspection to raise the quality of care and education. Leaders fully support the well-qualified staff to reflect on and build on their skills and expertise. For example, they have shared their ideas from training with each other to implement excellent standards throughout the learning environment, which really motivates children to explore, discover and learn. Staff have enthusiastic plans to enhance the indoor learning environment even further. Safeguarding is effective. Leaders and staff have an excellent awareness of their responsibilities to protect children's welfare. They continually review and update policies and procedures, using these effectively to manage any concerns.

### **Quality of teaching, learning and assessment is outstanding**

Highly skilled staff place an extremely sharp focus on encouraging children's communication skills. For example, they encourage children to express their thoughts on why a caterpillar and other creatures have antennae, and how they use them. Staff offer children outstanding opportunities to experiment, discover and explore. For instance, they encourage children to discuss changes as they make potions. Children discuss the wonderful aromas as they add ground coffee, sand and a variety of herbs together to make pretend cakes. Staff support children to work cooperatively together. For instance, to use pumps and hoses to transfer water from containers to float balls down a ramp. Children discover how the changing flow of the water influences the progress of the balls.

### **Personal development, behaviour and welfare are outstanding**

Children enjoy a highly stimulating environment, indoors and outdoors. They choose to spend the majority of their time outdoors. The excellent organisation of resources encourages children to develop their learning independently as they play. Staff support children incredibly well to develop exceptional levels of confidence and self-esteem. For example, they really praise children for their ideas for solving problems. Staff support children superbly to understand their personal safety. For example, they teach children to assess risk and achieve manageable challenges, such as climbing outdoors.

### **Outcomes for children are outstanding**

All children, including those who have special educational needs and/or disabilities, make substantial and sustained progress consistently in all areas of learning. Children concentrate at an excellent level, in advance of expectations for their age and stage of development. They have superb opportunities to develop exceptional early literacy skills. For example, they recognise and link letters to sounds and consider words that begin with the sounds. Children are superbly well prepared to develop the skills for future learning and school.

## Setting details

<b>Unique reference number</b>	EY432988
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1095029
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Severn Beach Playgroup Committee
<b>Registered person unique reference number</b>	RP905910
<b>Date of previous inspection</b>	25 June 2015
<b>Telephone number</b>	01454 633 377

Severn Beach Preschool registered in 2011. It operates from a classroom within the Severn Beach County Primary School in Severn Beach, South Gloucestershire. The pre-school opens from 8.45am until 3.15pm for five days a week, during term time only. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. There are seven members of staff who work directly with the children. Of these, one holds a relevant qualification at level 6, one holds a qualification at level 4, and three others hold qualifications at level 3.

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