

# Thorley Pre-School

Vicerons Place, Bishop's Stortford, Hertfordshire, CM23 4EL



<b>Inspection date</b>	17 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 manager works extremely closely with staff to continuously strive for the highest quality possible for children and their families. They continually evaluate all aspects of practice and take targeted action to address any areas for development. Reflection on the provision is excellent and includes staff, other professionals, parents and children.
- Children show extremely high levels of engagement and use resources independently. They learn together and from each other. For example, children play in small groups. They use mathematical resources, helping their friends to sequence coloured construction bricks or match groups of items to the correct numerical symbol.
- Staff follow children's interests incredibly well to extend their learning. For example, they teach them about similarities and differences, extending the shaving foam and sticking activity.
- Staff encourage children to explore customs that include ones they celebrate with their own families and those celebrated around the wider world. Staff and children explore differences using words and books and by tasting traditional foods during snack or cooking activities.
- Children show that they are very comfortable with staff, including those who started recently. Staff create an inspirational learning environment which is extremely calm and has a vast variety of activities and resources available for children to use. This helps empower children to explore the environment, inside and outdoors, with confidence.

## What the setting needs to do to improve further

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

- continue to build on the exceptional partnership working with parents that helps maintain children's excellent progress and well-being.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through email feedback and discussions during the inspection process.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. Superb monitoring of practice, including safeguarding audits, ensure that children remain safe and very well cared for. Parenting support is provided. Close links with staff at the local children's centre enables staff to signpost families to other agencies. All members of staff have a very good knowledge of child protection. They thoroughly understand recognised warning signs that a child may be at risk of harm. The provider disseminates her expertise to inspire and encourage staff. This is enhanced even further as staff continue their professional development and are motivated to share their newly acquired skills with colleagues. The manager and staff are extremely proactive and ensure all children have the opportunity to achieve their full potential. Support from external agencies is swiftly accessed and implemented to help narrow gaps in children's learning or development. Children progress exceptionally well from their starting points. The manager and staff continually seek new ways to shape original opportunities for parents to share in their children's learning. Highly detailed policies and procedures are implemented to effectively underpin all areas of practice.

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

Staff use their precise knowledge of each child to plan according to their needs and interests. Activities are adjusted as required to ensure excellent learning takes place. Staff use highly effective communication skills and are calm in their approach. They show great interest and excitement during activities, such as messy play. This helps children to feel valued and driven to take part and learn. Children who have special educational needs and/or disabilities are exceptionally well included. For example, additional strategies are used to support their direct contributions. This helps them to make rapid progress.

### Personal development, behaviour and welfare are outstanding

Activities are organised exceptionally well and are available to all children. This results in minimising accidents and supports children's positive behaviour exceedingly well. Children have daily opportunities to be active and learn about healthy lifestyles through first-hand experiences. They enjoy healthy snacks and staff communicate an excellent can-do attitude. Children competently manage personal hygiene and begin pouring their own drinks or helping themselves to snack from the earliest opportunity.

### Outcomes for children are outstanding

Children, including those who have special educational needs and/or disabilities, develop excellent communication skills. Signing and pictorial time lines are used to support them even further in making sure their voice is heard. Children learn about respecting others. Younger children develop mathematical skills as they enjoy singing and matching actions during number rhymes while older children join in repeated refrains and use pictures to help them retell stories. Children are curious learners, who solve problems independently. They learn to evaluate their progress and are extremely well prepared for their next stage in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY486325
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1016857
<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>	42
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Thorley Pre-School CIO
<b>Registered person unique reference number</b>	RP904737
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01279 503895

Thorley Pre-School registered in 2015. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.10am until 11.40am and midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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