

# Ashby Castle Pre-Preparatory School

Trentham Close, North Street, ASHBY-DE-LA-ZOUCH, Leicestershire, LE65 1HU



<b>Inspection date</b>	25 January 2016
Previous inspection date	21 February 2012

<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
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

- Inspiring leaders and managers reflect constantly on practice and are very successful at driving improvements forward. They set extremely high standards and children receive outstanding care and learning opportunities.
- Staff accurately assess children's progress from the beginning, establishing secure starting points that use parents' knowledge of their child. Leaders and managers rigorously monitor different groups of children and the educational programmes to ensure that all of them make rapid progress from their starting points.
- Children are given freedom to explore their environment. They become totally engrossed and absorbed within their chosen play. Children are curious and eager to find out more, asking questions to further their own understanding.
- Excellent relationships with parents are established. Parents are fully involved in their children's learning. Parents are delighted with the written observations and photographs they are sent and are very proactive in sharing learning from home.
- Children are very happy and secure in the welcoming pre-school. Children's behaviour is excellent and they are kind to each other. Staff teach children to share and take turns as they play.
- There is a strong focus on extending children's understanding of the natural environment and animal life. Children enjoy regular visits to the forest and learn how to care for the pets at the pre-school.
- Staff have developed highly effective and close working partnerships with the local schools. Children are prepared very well for a successful move on to the next stage in their learning.

## What the setting needs to do to improve further

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

- seek relevant courses and development opportunities that increase the potential to maintain the outstanding practice already achieved.

### Inspection activities

- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- 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 spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school managers and leaders. She looked at relevant documentation, such as the self-evaluation, policies and procedures and evidence of the suitability of staff working at the pre-school.

### Inspector

Teresa Lester

## Inspection findings

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

The arrangements for safeguarding are effective. Safeguarding is given the highest priority. The environment is extremely well maintained and staff have a very clear understanding of how to protect children. Thorough risk assessments contribute to a safe environment for the children. The inspirational drive for improvement is highly effective and well documented. The management team carefully monitors the exceptional quality of teaching through regular supervisions and training. This helps to support staff in refining their teaching and raising the overall quality of their practice even further. Robust recruitment procedures and ongoing reviews ensure that staff continue to be suitable to work with children.

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

The quality of teaching is excellent. Staff are deployed superbly, so that children taking part in all activities are engaged and challenged. Staff are highly adept in supporting, extending and assessing children's learning. Staff successfully incorporate children's interests and next steps in learning into planning for play and learning activities. Staff ask purposeful questions that help extend children's critical thinking and vocabulary. Children are beginning to recognise and write their names and other familiar words and numbers. Staff help children to count and solve practical problems as they play. Children order toys by size and label them with the correct word, such as big or small. Assessments are used very effectively by staff. They recognise when a child is not achieving as well as they might and swiftly provide them with the support they need.

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

Children's well-being is given very high priority. Each child is highly valued and receives a very warm welcome on arrival. There are excellent relationships between staff and children. Children are frequently praised and gain confidence and very good self-esteem. Staff promote the health of children. They provide healthy food and encourage children to develop excellent hygiene habits. There are many opportunities for fresh air and exercise in the well-resourced outdoor space. Children enjoy regular outings in the local area. Children are involved in community events and learn a great deal about a range of cultures and beliefs. Children learn about their differences and similarities and staff encourage them to respect each other. Children are confident, capable and are developing very good independence skills.

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

All children make rapid progress from their starting points, including those who receive funded education. Children are developing a very enthusiastic attitude towards learning and are extremely well supported in preparing for school.

## Setting details

<b>Unique reference number</b>	EY436067
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	850245
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Gail Dawn Hodgson
<b>Date of previous inspection</b>	21 February 2012
<b>Telephone number</b>	07980 755286

Ashby Castle Pre-Preparatory School was registered in 2011. The pre-school employs 16 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional status and one with Qualified Teacher Status. The pre-school opens from Monday to Friday, 50 weeks a year. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for three- and four-year-old children.

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