

Ashdene Independent Pre-School

Thoresway Road, Wilmslow, Cheshire, SK9 6LJ



Inspection date	11 March 2016
Previous inspection date	17 June 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 pre-school is inviting and exciting. Children demonstrate deep involvement in complex exploratory play that helps to promote their rapid progress and learning. Practitioners skilfully help children to think and investigate.
- Leaders communicate a clear vision. They evaluate and continuously improve the work of the pre-school. Arrangements for the supervision of practitioners are excellent. Practitioners know the specific aspects of their teaching that they are working to improve and managers provide them with relevant, timely and practical support.
- Partnerships with parents are superb. Parents attend informative meetings at the pre-school about how children learn. Practitioners and parents regularly share information about children's interests and what they need to learn next. This helps parents to continue children's learning at home extremely effectively.
- Practitioners consistently follow a well-developed approach to promoting children's positive behaviour. Children learn to consider other people's feelings. They learn how to work together to resolve arguments. This helps children's confidence and self-esteem to grow.
- Children learn to follow excellent, well-established rules and routines, keeping them safe. For example, they learn to use knives and scissors with increasing precision, safety and skill.
- Leaders, managers and practitioners demonstrate an uncompromising commitment to achieving the best outcomes for children. The well-qualified team take up opportunities to achieve higher qualifications. They attend and commission training, applying what they learn to their practice.

What the setting needs to do to improve further

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

- evaluate the impact on children's outcomes of planned changes to arrangements for sharing information with other providers.

Inspection activities

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

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is outstanding

Outstanding leadership underpins an uncompromising drive to maintain excellent provision. The parent committee ably provides professional guidance and support to the pre-school manager. The manager establishes effective systems for checking the quality of teaching. She sets high standards and helps practitioners to meet them. For example, she identifies the quality of practitioners' interactions with children as a topic for further improvement. Practitioners work together to establish a consistent approach to interactions. Children learn to expect every practitioner to be interested, encouraging and challenging. Practitioners share accurate and insightful information about children's achievement when children move to school. Managers intend to implement changes to the existing arrangements, so that the continuity for children's care and education improves even further. Safeguarding is effective. The comprehensive programme of in-house training includes regular revision of the pre-school's safeguarding procedures.

Quality of teaching, learning and assessment is outstanding

All practitioners demonstrate superb understanding of how children learn. They make observations of children's learning and use them to design activities that challenge and interest all children. One example is provided when children are ready to add numbers together. Practitioners set up a target practice activity with numbers and wet sponges. They carefully show children how to use their fingers to add their score to the total. The activity also helps to promote children's physical development and the accuracy of their throwing improves. Managers regularly check the progress of all children, ensuring that the programme of activities is highly challenging and leads to children's swift progress.

Personal development, behaviour and welfare are outstanding

Relationships in the pre-school are exceptional. Children confidently seek help from practitioners. They proudly show practitioners and parents the things they have written, drawn or made. The indoor and outdoor learning environments are inspiring. Children constantly find new things to excite their curiosity and practitioners encourage children to use the resources innovatively. Children are consulted and their ideas are included when changes are planned. For example, children helped to design an adventure trail and den in a space outdoors. Children become independent. At snack time, they choose and skilfully prepare the food they want to eat.

Outcomes for children are outstanding

Children are enthusiastic and successful learners who are ready to start school. They carry out their own ideas thoughtfully and inventively. Children understand the different types of behaviour that are expected of them. They listen quietly and attentively to stories and follow instructions. They behave noisily and energetically when they explore the different sounds that their giant percussion tubes make outside. Children understand the purposes of writing. They confidently demonstrate early writing skills. Children understand numbers in everyday contexts. Children work alone and cooperatively. All children, including those in receipt of additional funding, make rapid progress in their learning.

Setting details

Unique reference number	304957
Local authority	Cheshire East
Inspection number	855074
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	2 - 4
Total number of places	48
Number of children on roll	84
Name of provider	Ashdene Independent Pre-School Committee
Date of previous inspection	17 June 2009
Telephone number	01625 521794

Ashdene Independent Pre-School was registered in 1987. The pre-school employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 5 and four at level 3. One member of staff has Early Years Teacher status and one has Qualified Teacher Status. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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