

Parsonage Preschool

Antrobus Road, Amesbury, Salisbury, SP4 7ND



Inspection date

Previous inspection date

16 November 2016

12 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team successfully supports its staff to create a positive atmosphere and have a strong commitment to ongoing improvement. It engages staff well to work together to continuously improve the provision to benefit the children.
- Children and staff share warm, trusting relationships. Children are happy, confident and well behaved. Staff support children's emotional well-being effectively.
- Staff have a very good understanding of children's abilities and interests. They use this knowledge effectively to plan a wide range of engaging activities, which entices children to enthusiastically explore and investigate indoors and outside.
- The management team closely monitors information from assessments to address any gaps in children's learning swiftly. Effective partnerships with other professionals support staff well to plan targeted activities for children with special educational needs. All children make good progress across all areas of learning.
- Staff work well with parents. Parents receive detailed information about their children's progress and how they can support children's learning further at home.

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff securely know the procedures to follow if they have any concerns about children's welfare. Effective induction procedures and ongoing supervision ensure that staff remain suitable to work with children. The management team encourages staff well in their professional development. This has a positive impact on children's learning and outcomes. For example, recent training has helped staff to set focused targets and plan activities for children with speech and language delay. The management team makes good use of additional funding to support these children further, enabling them to achieve to their full potential.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good understanding of how children learn. They plan a good variety of challenging and stimulating activities. For example, children enjoy playing in the outdoor kitchen. They explore with delight as they touch, feel and smell, making 'stew' out of water, sand and various herbal teas. Children show excellent concentration and coordination while pouring lentils through various sized tubes. Staff use small-group time well to provide opportunities for children to listen, share, wait and take turns. Staff support children's mathematical development well. They learn about matching numbers to objects and enjoy comparing different lengths of playdough 'spaghetti'. Staff support children's early literacy skills well. For example, children learn to make marks and trace letters in trays of coloured sand placed over a light box.

Personal development, behaviour and welfare are good

Settling-in arrangements are effective and flexible, meeting children's individual needs well. Staff support children with special educational needs or disability very well, taking into account their specific needs. For example, staff use and teach signing to help children with speech delay to communicate. Children become increasingly independent through the good opportunities to manage their own health and hygiene needs. For example, children put on their boots and coats when they go outside. Children learn about healthy lifestyles and follow good hygiene procedures such as washing their hands. Staff successfully teach children about respect and tolerance, for example, when they explore other cultures and customs together such as the Hindu Diwali festival.

Outcomes for children are good

All children are confident and independent learners. Older children, who are nearing school age, demonstrate the skills that they need to be ready for moving on in their education. For example, they learn to recognise their name as they select their name cards when entering the pre-school. Younger children show their delight as they enthusiastically participate in songs and join in with the actions.