

Bow Lane Pre-School

Bow Lane Scout Centre, Bow Lane, Off Lower Morden Lane, Morden, Surrey, SM4 4SJ



Inspection date

20 March 2015

Previous inspection date

5 October 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children highly benefit from outstanding teaching practices. Staff have excellent knowledge about how children learn, and offer children a wide range of simulation and challenging activities.
- Children with special educational needs and/or disabilities make outstanding progress from their starting points because staff adapt their teaching methods to specifically meet children's individual needs and learning styles. For example, they offer a variety of small-group sessions that work exceptionally well at focussing support for all children.
- Staff provide all children, including those with speech and language needs, with excellent support through the implementation of specialist communication and language small-group sessions. Consequently, all children's communication skills excel.
- The pre-school environment is well resourced and welcoming. Children can lead their play and choose their own equipment. Consequently, they engage fully in their play and learning.
- Children's curiosity for learning is actively promoted outdoors as staff provide a range of innovative activities and resources that develop their curiosity and exploration skills, to enhance their learning, such as forest school activities, daily nature walks and mini beast hunts.
- The deployment of staff is excellent, and staff are skilful about how they work alongside the children to help them make the best possible progress.
- Parents are actively involved with their children's learning. They form strong and meaningful partnerships with staff and the management team, and excellent two-way communication helps promote continuity in care and learning.

What the setting needs to do to improve further

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

- continue to strengthen children's already good independent skills by encouraging them to consistently take a more active part in daily routine tasks, such as preparing their own snacks.

Inspection activities

- The inspector observed staff and children during activities.
- The inspector held discussions with staff and key workers at relevant times.
- The inspector sampled documentation, policies and procedures.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to children and parents.

Inspector

Sheryll Edwards

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Planning and assessment is comprehensive and links directly to children's interests. As a result, children are making outstanding progress in their learning and development, and are well prepared for the next stages of learning. Staff have excellent knowledge of children's starting points and tailor activities to meet individual needs. For example, all children highly benefit from focused work in small groups, such as the 'social skills group', where they do tasks specifically targeted to their individual needs. These also help prepare children for school. Children's independence is actively encouraged and, overall, staff encourage children to build on their personal independence skills. Children have ample opportunity to choose their own toys and equipment, and can play undisturbed for prolonged periods of time. Staff actively encourage children to be reflective about their learning and help them to develop confidence to ask questions and solve problems.

The contribution of the early years provision to the well-being of children is outstanding

Children highly benefit from the structured pre-school environment and, as a result, children are familiar with all routines. Children feel happy, safe and secure, and this is reflected in their confidence, their motivation to learn and emotional well-being. Staff have excellent knowledge about their responsibility to safeguard children and the staff team have robust measures in place to ensure the environment is safe and staff are suitable. Staff have high expectations of themselves and the children. Staff use their expert knowledge to reinforce positive behaviour. They reward good behaviour and discourage unacceptable behaviour through meaningful two-way discussions. As a result, children behave extremely well throughout the pre-school and display high levels of self-control. Children have strong attachments with staff. They state staff are 'good listeners', and take their conversations and suggestions seriously. As a result, children have high self-esteem.

The effectiveness of the leadership and management of the early years provision is outstanding

The management strive towards continuously raising standards. The ongoing professional development of the staff team is at the forefront of practice. Management work and monitor staff practice and performance daily. Management have observation systems in place to regularly evaluate the pre-school to ensure children benefit from an enriching educational programme. Staff regularly attend training courses and they use this knowledge to plan high-quality learning experiences for children. Staff also have regular supervision meetings to identify any areas where their practice and performance can be enhanced. Management work promptly to overcome any areas requiring improvement identified with children, parents and staff. The management team rigorously implement robust systems to safeguard children.

Setting details

Unique reference number	EY409129
Local authority	Merton
Inspection number	831735
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	75
Name of provider	Gaye Elizabeth Hooker
Date of previous inspection	5 October 2010
Telephone number	07503213848

Bow Lane Pre-School was registered in 2010. It operates from Bow Lane scout hut in Lower Morden, in the London Borough of Merton. Bow Lane Pre-School offers wrap around care for Hatfield Primary School and St John Fisher School. The setting supports children who have special education needs and/or disabilities and those learning English as an additional language. Some children attend part-time school. There are 19 staff, of whom 12 are full-time staff who work directly with the children, and five work part-time and are employed to escort the children to and from school, and to cover the lunch time period. There are 16 staff with relevant early years qualifications between Level 1 and Level 4. The setting receives funding for the provision of free early education for children aged two, three and four.

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