

Knossington and Somerby Pre-School



Knossington Village Hall, Main Street, Knossington, Leicestershire, LE15 8LT

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| Inspection date | 16 December 2015 |
| Previous inspection date | 13 April 2011 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| 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 provides inspirational leadership and empowers staff to contribute actively to the pre-school by using their unique qualities. There is a very strong emphasis on integrating children into the pre-school environment. All staff use their considerable skills to care for children so that they feel totally at ease and form relationships quickly.
- The pre-school has an ethos of promoting learning beyond the pre-school setting. Staff plan frequent outings so that children extend their understanding of the community in which they live. They visit working farms and learn about the natural environment and animal life.
- Children's good health is promoted exceedingly well. The contents of lunchboxes are balanced and children enjoy a variety of fresh fruit. Children recognise healthy options because they are involved in growing a wide selection of vegetables in the pre-school's garden.
- Managers meticulously track the progress of groups of children. They implement extremely early, targeted support so that disabled children and those with special educational needs make impressive progress from their starting points.
- Parents contribute to the initial assessments of children's development and have opportunities to record comments in their children's learning journals. Parents are extremely pleased with the care of children in the child-centred environment and they commend staff for activities that complement children's home experiences.
- There are long-established partnerships with local schools and other professionals. These contribute superbly to the learning and care of children.

What the setting needs to do to improve further

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

- sharpen the focus of the planning for some group activities, to maintain children's enthusiasm and ensure they benefit from the excellent learning opportunities.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities indoors. The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. All staff are fully informed about their safeguarding responsibilities and keep up to date with issues due to frequent discussions and meetings. Managers give extremely high priority to the safety of children and staff carry out comprehensive risk assessments of the environment and activities. All staff receive substantial support through the performance-management arrangements. In turn, they are empowered to review and discuss each other's practice as part of the robust self-evaluation process. There is a well-established programme of professional development and staff have many opportunities to undertake training. They are now highly accomplished at delivering communication and language sessions, with remarkable outcomes for children who need extra support for their speaking skills.

Quality of teaching, learning and assessment is outstanding

Highly experienced staff take the lead to deliver very good and, at times, excellent teaching to promote children's learning. They use information from observations to plan activities so that all children's individual needs are effectively addressed. Staff thoroughly prepare children for activities. They encourage children to practise movements in the air before applying these techniques to stirring ingredients in bowls. Staff promote children's thinking skills with very skilful questioning. They ensure all children have opportunities to contribute to activities. Occasionally, children wait at length for their turn and this means the momentum is not always smoothly maintained. Conversely, staff use invigorating, focused methods to promote learning with children in small groups. They imaginatively link the pronunciation of words to sensory stimulation. Children giggle when tickled with fine prongs and have immense fun as they interact with staff. Older children explore the wealth of resources during outside play and work together to find solutions to problems.

Personal development, behaviour and welfare are outstanding

Managers understand that children's emotional well-being is extremely important. They provide a phased introduction to the pre-school and ensure children have opportunities to participate in play days before they attend permanently. Each child is highly valued and receives a very warm welcome on arrival. Younger children are especially nurtured and rapidly adapt to the environment with sensitive support. Children are extremely well behaved and readily share resources. Older children are skilful communicators who confidently initiate conversation with adults and have discussions with friends while they play. Children actively contribute to their learning and develop activities as they interact with staff and make decisions about what to do next. Their independence is significantly promoted as they put on coats with minimal support. Staff are extremely knowledgeable and provide opportunities for children to learn about a wide range of cultures.

Outcomes for children are outstanding

All children, including those in receipt of funded education, make remarkable progress in their learning and development. Children develop essential skills and commendable attitudes for their future learning at school.

Setting details

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| Unique reference number | EY342911 |
| Local authority | Leicestershire |
| Inspection number | 857263 |
| Type of provision | Sessional 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 | 21 |
| Number of children on roll | 27 |
| Name of provider | Knossington and Somerby Pre-school |
| Date of previous inspection | 13 April 2011 |
| Telephone number | 01664 454674 |

Knossington and Somerby Pre-School was registered in 2007. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 4pm Monday, Tuesday and Wednesday, and from 9am to 1pm Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school offers care for disabled children and those with special educational needs.

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