

Knossington and Somerby Pre-School



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

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

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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

