

Shilbottle Friendly Frog Pre-School



Shilbottle County First School, Shilbottle, ALNWICK, Northumberland, NE66 2XQ

Inspection date	1 June 2015
Previous inspection date	9 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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 have an excellent time in the visually stimulating and highly enabling learning environment. A wealth of resources, which are attractively displayed, support children in their learning across all areas.
- The atmosphere within the pre-school is calm and purposeful. Children are entirely engaged during their play. This is a direct result of the highly skilled staff team who plan a rich and varied educational programme that excites and intrigues the children.
- Parents are encouraged to share what they know about their children from the very beginning. This helps staff to support children's needs and build upon secure relationships. Parents speak very highly of the pre-school and comment on the significant progress their children have made in short periods of time. Partnerships with other professionals are equally well established.
- Staff safeguard children exceptionally well. All staff are well versed in the procedure to follow should they have any concerns with regards to child protection. The pre-school is safe and secure and children are supervised very well.
- Children have excellent opportunities to explore outdoors. They have access to a range of well-equipped outdoor spaces that support and challenge their physical skills. Children are given responsibility for their own safety. For example, they complete risk assessments of particular activities or equipment, giving them powerful learning opportunities to consider risks and how to stay safe.
- Children behave exceptionally well. They display excellent friendships with one another and demonstrate an outstanding ability to manage their behaviour effectively.

What the setting needs to do to improve further

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

- enhance the already excellent partnership with parents by offering more detailed information about how children's learning can be continued at home.

Inspection activities

- The inspector observed activities in the main pre-school room, during outdoor play and during snack time and lunchtime.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The inspector conducted a joint observation with the deputy manager and took account of her evaluation.
- The inspector viewed children's records, planning documentation and a range of other documentation, including a sample of policies and procedures and evidence of suitability and qualifications of staff working with children.
- The inspector held a meeting with the deputy manager to discuss how the pre-school operates.

Inspector

Katie Sparrow

Inspection findings

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

The quality of teaching is outstanding. Staff are well qualified, which has a very positive impact on children's learning. Staff are entirely in tune with children's learning. They skilfully support and challenge children during planned and freely chosen play. Children have a tremendous time pretending to be doctors and patients. Staff enhance children's imagination as they introduce real bandages for them to explore. They engage in excellent storylines about how they got 'hurt' as they bandage one another up. Staff's excellent use of a range of questions support children's communication skills, which results in them being confident, articulate speakers. Staff use their expert knowledge of children's interests and developmental stages to identify and plan for their next steps. As a result, children are interested and challenged during their play. Parents are given planning information and examples of stories and nursery rhymes, which children will cover at pre-school. Staff are considering providing more specific information to parents about their children, to further enhance the learning they enjoy at home.

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

Children are exceptionally well prepared for the next stage of their learning, both emotionally and developmentally. Staff work very closely with the Reception teacher of the host school. They discuss the skills children need for a positive start to school and how the pre-school can promote these. As a result, children are highly independent, demonstrate advanced self-care skills and have excellent social skills. Children spend time in the main school as they visit the library and use the school facilities. Furthermore, towards the end of term, children enjoy visits to the Reception class. This helps children to become familiar with the school environment and build on their feelings of security when they join the Reception class. Staff are excellent role models for the children. They join in with their play and children form strong attachments with them. As a result of the outstanding care practices, children are confident, self-motivated and supported in their physical and emotional well-being.

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

The leadership and management within the pre-school are highly effective. For example, in the absence of the managers, the pre-school runs entirely efficiently as the skilled deputy and staff team are fully aware of their roles and responsibilities. Managers have a full and thorough understanding of the Early Years Foundation Stage and how to implement the requirements with great success. Managers monitor children's progress extremely closely, meaning timely interventions and support are secured, when needed. Highly effective arrangements for supervisions and support for staff ensures a well-trained, knowledgeable and skilled team who are able to support children's learning with outstanding results. Self-evaluation is strong. Staff are self-reflective and contribute to the pre-school improvement plan. This excellent commitment to improving practice demonstrates staff's keen ability to maintain the outstanding provision it offers.

Setting details

Unique reference number	EY410616
Local authority	Northumberland
Inspection number	849988
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Shilbottle Friendly Frogs Limited
Date of previous inspection	9 November 2011
Telephone number	01665 581377

Shilbottle Friendly Frog Pre-School was registered in 1995, moved into new accommodation in 2007 then re-registered as a limited company in 2010. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including the manager who holds a degree in early years practice. The pre-school opens from Monday to Friday, term time only. Morning sessions are from 8.45am to 11.45am and afternoon sessions are from 1pm to 3.30pm. The pre-school offers a lunch club on Mondays, Wednesdays, Thursdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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