

Quarry Bank Pre-School

Quarry Bank Childrens Centre, High Street, Quarry Bank, BRIERLEY HILL, West Midlands, DY5 2AD



Inspection date

10 June 2015

Previous inspection date

18 June 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 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

- The well-qualified management and staff team demonstrate an excellent commitment to improving outcomes for all the children. They use their expert knowledge and understanding of how children learn to provide varied and imaginative play and learning experiences.
- Children flourish at this very welcoming and nurturing pre-school. They confidently explore their surroundings, make discoveries and learn skills that will help them make the best possible progress in readiness for school.
- Practitioners recognise the uniqueness of each child in their care. The enthusiastic and very caring staff team ensure children's individual personalities and family backgrounds are known and planned for. Children successfully develop a strong sense of security and highly trusting relationships with practitioners. This helps children feel very safe and well cared for.
- Partnerships with parents, the host school, including nursery are superb and information is shared very effectively. The involvement of parents in their child's learning and care ensures that children's individual needs are quickly identified and exceptionally well met. This provides continuity as children move on to the next stage of their early education.
- Highly effective systems are in place to keep children safe and secure. Safeguarding procedures are very thorough. This is evident through the excellent procedures that very successfully promote children's welfare and safety.

What the setting needs to do to improve further

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

- build on the excellent work already done by practitioners to improve the outcomes for two-year-olds, by paying greater attention to supporting their listening skills, particularly when they are helping to tidy up.

Inspection activities

- The inspector had a tour of the pre-school provision with the manager of the setting.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's learning and development records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with children, and the pre-school's self-evaluation form and improvement plans.
- The inspector took account of the views of practitioners, parents and carers spoken to on the day of inspection.

Inspector

Jacqueline Nation

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 and children make excellent progress in their learning and development. Practitioners have an exceptional understanding of each child's individual learning needs and they constantly reshape activities to extend children's understanding. Learning is assessed frequently and practitioners carefully plan progress, so that any area of a child's development that is slowing is quickly identified. As a result, all children receive the precise support they need. This is particularly evident with those young children who are gifted or need extra support. Practitioners encourage children to try new activities that extend their interests and skills. As a result, progress is swift. For example, young children try out new skills for themselves, while more-able children use letter sounds to write and read their name. Children's early mathematical skills are beginning to emerge as they complete puzzles and learn about colours and sequences. However, there is room to consider how routines, such as tidy up time, can be better used to further build on some children's listening skills.

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

This is a delightful pre-school where young children quickly settle and are very confident in their surroundings. This confidence and independence can be seen in the way children move freely between indoors and outside. Children benefit significantly from well-planned play experiences and resources, which they explore and discover in their own time. From the very beginning, there is an exceptionally strong focus placed on supporting children's personal, social and emotional development. This starts with a home visit, which forms the basis of the successful partnership working that is developed with each family. This helps children to make a smooth move from home to the pre-school. Children's behaviour is excellent. Gentle reminders from practitioners help children to learn to keep themselves safe, for example, as they play in the sand or use scissors during activities. Children's health and physical development is prioritised. There are excellent opportunities to play outdoors, and children wash their hands before eating their fresh fruit and vegetables at snack time. Children develop good climbing skills and they use a range of crates to practise their balancing and jumping skills.

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

The management team demonstrate an excellent understanding of the legal requirements. It is evident that the whole team are extremely committed to making sure children achieve at the highest level. There are extremely good systems in place to evaluate all aspects of the provision. Accurate self-evaluation and highly developed ways of checking the quality of teaching and children's progress ensure that all achievements are outstanding. This, together with a thorough analysis of information, means that any gaps in children's learning are quickly identified and planned for very effectively. Parents are highly supportive of the pre-school and they are very pleased with the progress their children make.

Setting details

Unique reference number	EY440313
Local authority	Dudley
Inspection number	854058
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	54
Name of provider	Quarry Bank Primary School Governing Body
Date of previous inspection	18 June 2012
Telephone number	01384 813183

Quarry Bank Pre-School was registered in 2011. The group employs seven members of childcare staff who work with children. Of these, one member of staff holds Qualified Teacher Status; six members of staff hold relevant childcare qualifications at level 3. The group is open on Monday, Tuesday and Wednesday, during school term times. Sessions are from 9am until 11.45am and 12.30pm until 3.15pm. The setting provides funded early education for two- and three-year-old children. It supports children who speak English as an additional language, and those with special educational needs and/or disabilities.

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