

Smarties Pre School

Cortonwood Cp School, Chapel Avenue, Brampton, BARNSELY, South Yorkshire, S73 0XH



Inspection date

Previous inspection date

6 October 2015

4 July 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff effectively promote children's communication and language skills. They participate in purposeful interactions with children engaging them in meaningful conversations and use additional strategies, such as gestures, to help support development.
- Staff gain a good knowledge of children's backgrounds and individual characters so that they can effectively promote children's emotional well-being. Staff form successful partnerships with parents and regularly update parents on their children's progress.
- Staff provide an exciting and very well-resourced outdoor environment that effectively promotes children's learning. Great consideration has been given to keep children interested in the outdoor space and they explore and investigate with confidence.
- Children's learning and development are effectively promoted because staff successfully follow their interests. Children are motivated and make good progress, preparing them well for future learning and starting school.
- Children benefit from highly effective arrangements as they move between pre-school and school. The pre-school is situated in the school building and teachers join children for sessions on a weekly basis.

It is not yet outstanding because:

- Staff do not gather as much information as possible from parents about what children know and can already do when they first start at the pre-school.
- Systems for monitoring staff performance are not sharply focused enough, so that children's achievements are raised to the highest levels.

What the setting needs to do to improve further

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

- gather more information from parents about what their children already know and can do when they start to attend
- consider ways of extending staff supervision arrangements to include a sharper focus on enhancing the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of an activity with the lead practitioner.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including the suitability of staff working in the pre-school.

Inspector

Catherine Mather

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff have a good understanding of the requirements of the Early Years Foundation Stage. Accurate self-evaluation identifies how the pre-school can improve further. This enables them to target their efforts upon the most important issues for improvement. Safeguarding is effective. Staff attend safeguarding training and understand their responsibilities should they have a concern about a child in their care. Robust recruitment ensures that all staff are suitable to work with children. Staff are encouraged to access training to build on their knowledge and skills. However, staff supervisions do not focus enough on ways to enhance the quality of teaching to outstanding. Partnerships with other professionals are well established. Information is shared in a timely way so that children benefit from consistency in care and education.

Quality of teaching, learning and assessment is good

Staff recognise the importance of listening to children, allowing them time to think and respond to questions. Staff develop children's understanding of colours, shapes and numbers through a wide range of activities and daily routines. Children have good opportunities to explore and investigate resources in their own way. For instance, children enjoy rolling dough. They squeeze and press it, mould it into shapes and make pretend snakes. The quality of teaching is consistently good. Staff successfully foster children's pretend play, such as when they pretend to go shopping. Parents are very positive about the pre-school and say that they welcome the ways in which staff share information with them about their children's learning and development. However, staff do not gather enough detailed information from parents about children's skills and abilities before their children start attending the pre-school. Therefore, staff are not always able to plan precisely for children's learning from the outset. Staff work well with external agencies, such as speech and language services, to help all children make good progress.

Personal development, behaviour and welfare are good

Children are relaxed, happy and motivated to learn. Staff develop children's self-esteem and independence well. For example, children are encouraged to put their own coats on before going out to play and are praised for their efforts. Staff are good role models as they effectively manage children's behaviour. They provide children with clear explanations and a consistent approach. As part of everyday routines, children are taught to be polite, listen to others, share and take turns. Children are well supported to learn about being healthy. They are provided with a healthy range of snacks.

Outcomes for children are good

Staff effectively assess children's learning and are quick to recognise and meet children's additional needs or gaps in development. Targeted interventions are secured and all children make good progress from their starting points. They learn key skills, such as concentration and confidence, in a group environment, in order to prepare them well for their move on to school.

Setting details

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| Unique reference number | EY391228 |
| Local authority | Rotherham |
| Inspection number | 859335 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 28 |
| Name of provider | Cortonwood Infants School Governing Body |
| Date of previous inspection | 4 July 2011 |
| Telephone number | 01226 340044 |

Smarties Pre School was registered in 2009. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold a level 2 qualification. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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