

Simmondley Pre-School

High Lane, Simmondley, Glossop, Derbyshire, SK13 6JN



Inspection date

17 July 2015

Previous inspection date

2 June 2009

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

- Children make rapid progress in their learning because of the extremely high-quality teaching that is delivered through a range of experiences that excite and motivate them.
- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and highly accurate assessment and planning that is in place for individual children.
- Children behave in an exemplary manner because they have secure boundaries and routines so they fully understand what is expected of them. Consequently, they become confident, responsible and independent individuals who have very high levels of self-esteem.
- Robust monitoring systems ensure that early interventions are put in place for children who may be at risk of falling behind in their learning and development.
- High priority is given to safeguarding and protecting children. This is evident through highly effective practices that very successfully promote children's well-being and safety.
- Outstanding relationships with parents significantly enhance children's learning and development because staff promote the importance of the home-learning environment. This results in a combined approach to gathering information to identify the considerable progress children make.
- Children have secure attachments with staff. This means that individual needs are extremely well met by the attentive and kind staff. Children are supremely confident in this welcoming and caring environment.

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 supervision procedures in place for all staff to drive the high quality of teaching even higher.

Inspection activities

- The inspector undertook a tour of the pre-school with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the pre-school.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector conducted a joint inspection with the manager.
- The inspector looked at the pre-school policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding staff suitability and qualifications of staff working with children.

Inspector

Susan Wilcockson

Inspection findings

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

The well-qualified staff use their skills to plan a vibrant environment that plays a key role in supporting and extending children's development and learning. Staff make intuitive observations of children's learning and carry out continual assessments. Consequently, they quickly identify any need for additional support to help swiftly narrow any gaps in children's learning. Staff have high expectations of the children and show an unquestionable commitment to improving the achievement of all children. For example, staff provide enjoyable and challenging activities for children in mathematics and literacy. These support children to develop the skills required in preparation for their future learning. Staff skilfully join in with spontaneous play activities to make the most of all learning opportunities. For example, they encourage the youngest children to count as they play 'What time is it Mr Wolf?' Excellent partnerships with parents keeps them very involved in their children's learning.

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

The children have formed exceptionally strong bonds and attachments with their key person. They are happy and caring towards each other, independent and very confident as the staff are very strong role models. Children enjoy helping themselves to an excellent range of healthy snacks, which are nutritious and balanced. This supports their independence skills. Management and staff provide children with an exceptionally well-resourced environment. For example, children play in the mud and care for the fruit and vegetables they have planted. Children ask to paint the strawberries red so they will be ready to eat. Staff explain that the fruit needs more sunshine and rain to ripen. This supports children's understanding of how things grow incredibly well. Children are well supervised in this extremely safe and secure environment. They are taught how to use the outdoor play equipment safely, which they use with excellent control, confidence and coordination. This helps to provide children with the freedom to explore safely, use their senses and play creatively.

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

The management and staff are committed to the delivery of exciting and interesting learning opportunities and high-quality care for the children. The manager provides innovative training opportunities to help inspire the staff team. Consequently, the quality of teaching and staff's ability to promote children's well-being are outstanding. Effective procedures for staff supervision are in place, although opportunities for staff to observe and discuss best practice are not as well embedded. The manager has an excellent understanding of the requirements of the Early Years Foundation Stage. There are rigorous monitoring and action plans in place to enhance the provision offered. Children's needs and development levels are precisely assessed. The manager tracks the cohort of children to identify any gaps in learning and the educational programme. Children's individual needs are extremely well planned for and their move to school is a smooth one.

Setting details

Unique reference number	206855
Local authority	Derbyshire
Inspection number	865443
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	44
Name of provider	Simmondley Pre-School Committee
Date of previous inspection	2 June 2009
Telephone number	01457 860892

Simmondley Pre-School was registered in 1970. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Teacher status and the manager who holds Qualified Teacher Status. The nursery opens from Monday to Friday during term time only. Sessions are from 9.15am until 11.45am and 12.15pm until 3.15pm. A lunch club is available each day from 11.45am to 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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