

# Knutsford Community Pre School

Knutsford JMI School, Balmoral Road, WATFORD, WD24 7ER



## Inspection date

16 December 2015

Previous inspection date

20 February 2012

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

- Staff's inspiring teaching is based on their outstanding knowledge of children's learning needs. Assessments of children's skills are meticulous and planning for activities is highly effective. As a result, children learn and develop skills at an exceptional pace.
- All areas of learning are promoted in the very interesting, challenging and well-resourced play areas, both indoors and outdoors. Expert staff are fully aware of children's learning styles, talents and interests. They promote these in innovative activities to ensure children's highest levels of progress.
- Children learn about the world they live in, their community and cultural festivals. Staff expertly support them in developing social skills through cooperative play, so that they become conscientious citizens in the future.
- Children learn to manage their personal needs and hygiene. Staff ensure that they exercise and play outdoors on a daily basis. Additionally, children benefit from nutritious snacks, actively learning to live healthy lifestyles.
- Staff are extremely caring and their utmost priority is to support children's emotional well-being. They organise a very comfortable and welcoming environment, where children and staff form exceptional bonds.
- Staff are extremely confident in their knowledge of child protection. They are highly trained in the steps to take to safeguard children and maintain meticulous records to closely document and monitor their welfare.
- The manager maintains an inspirational culture of reflective practice. She astutely involves staff, children, parents and the local authority in evaluating all aspects of the services to ensure that children have best opportunities and flourish.

## What the setting needs to do to improve further

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

- continue to enhance the excellent links with other settings that children attend, obtaining even more detailed information about children's learning to build on the exceptional support that children have.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed joint observations of activities with the manager.
- The inspector held meetings with the manager and discussions with staff. She looked at relevant documentation, such as evidence of the suitability of staff working with children, their qualifications and training. The inspector also discussed the self-evaluation process with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Karinna Hemerling

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The safeguarding arrangements are effective. The manager provides exceptional support for staff through inductions, supervision meetings and targeted coaching. She helps staff in understanding their roles, duties and responsibilities exceptionally well. Staff benefit from exemplary training programmes to continuously develop the outstanding practice. They have extensive opportunities for continuous professional development to build on their expertise, talents and skills. The inspiring manager closely monitors staff's suitability and, as a team, they take all the necessary steps to ensure that children can play and explore in safe environments. There are exceptional links with external professionals, enabling staff to promptly support children and parents as and when the need arises.

### **Quality of teaching, learning and assessment is outstanding**

Highly skilled and qualified staff complete a number of summaries of children's progress, including the progress check for children aged between two and three years. These are proficiently conducted and shared with parents. Detailed information is exchanged with parents to ensure that children fully benefit from continuous support. However, there is capacity to expand even further on the already excellent links with other settings that children attend, to ensure that even more detailed information is exchanged. Staff are talented teachers and fully understand that children learn best through play. They fully challenge children by involving them in jobs and responsibilities so that they grow in confidence and learn skills for life. Children are highly involved in planning projects and celebrating themes of their interest. Practice is exceptionally inclusive and child focused. All children are valued and develop skills to ensure their future success in education.

### **Personal development, behaviour and welfare are outstanding**

Staff fully involve parents in sharing detailed information about children's needs and personal requirements on entry. They expertly shape practice to suit all children. Staff astutely teach children what is right and wrong and are excellent role models for positive behaviour and good manners. Children are enthusiastically praised for their achievements, efforts, participation and ideas. They are confident and have strong self-esteem. As a result, they behave exceptionally well. Staff teach children to keep safe and to be mindful during play. Children participate in risk assessments, learn to evaluate their own safety and the safety of others. Staff's utmost priority is to ensure that children are settled and happy. As a result, children develop new skills at a fast pace and achieve to their full potential.

### **Outcomes for children are outstanding**

Staff expertly monitor children's progress from starting points to ongoing next steps in learning. The manager and staff meticulously track children's skills and precisely narrow gaps in their development. Children who speak English as an additional language have outstanding support. Parents and staff work together to celebrate children's home language and to teach them English. Staff proficiently ensure that children develop skills towards the early learning goals in preparation for school.

## Setting details

<b>Unique reference number</b>	130639
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	854226
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Knutsford Community Pre-School Committee
<b>Date of previous inspection</b>	20 February 2012
<b>Telephone number</b>	01923 466025

Knutsford Community Pre School was registered in 1974. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including five with level 3 and two with Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am to 11.50am and from 12.20pm to 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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