

# Kangaroos pre school

Wesley Hall, Potter Street, Melbourne, DERBY, DE73 8DW



## Inspection date

Previous inspection date

14 January 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The owners and manager demonstrate strong leadership skills. They are motivated and have a clear vision for the pre-school. They have high expectations and continually identify areas for improvement by critically reflecting on their practice.
- Staff use effective assessments to check children's development. They identify children's needs and close any gaps in their learning quickly. All children, including those with additional needs, make good progress.
- Children are confident, secure and settle quickly. They form strong attachments and close relationships with their key persons. Staff consistently praise children's achievements and value what they say.
- Staff manage children's behaviour well. They are positive role models and provide clear explanations to help children know what is expected. Children show respect for others and play harmoniously together. They share toys and learn to take turns.
- Children learn about the wider community and are encouraged to respect diversity. They have many opportunities to engage in community events and mix with a wide range of people.
- Effective partnerships with parents and other professionals have been established. Parental involvement in their children's learning is highly valued and well promoted. The manager and staff keep parents well informed about their children's progress.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to promote and extend children's emerging reading skills.
- Some staff do not encourage children to have a go at solving problems for themselves.

## What the setting needs to do to improve further

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

- focus more precisely on encouraging children to develop their early reading skills even further
- provide children with more opportunities to increase their problem-solving skills.

### Inspection activities

- The inspector spoke with the staff, children, manager and owner at appropriate times throughout the inspection.
- The inspector observed children's play and learning in both playrooms and outside.
- The inspector completed a joint observation with the owner of the pre-school.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at children's learning records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She also looked at the policies and procedures and the manager's self-evaluation documentation.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The knowledgeable and skilled leaders ensure that the requirements of the Early Years Foundation Stage are fully met. They lead by example and provide staff with strong levels of support and supervision. The leaders and staff work very well as a team. Staff's professional development is given a high priority and their attendance at training events helps them to improve their practice. Leaders check on children's progress effectively. Safeguarding arrangements are effective. Leaders and staff understand their responsibilities in protecting children from harm. They are alert to potential signs of abuse and are confident to report their concerns. Children are safe and secure in the care of the affectionate and attentive staff. Staff are vigilant and prioritise keeping children safe. For example, they lock all gates and ensure all visitors are supervised at all times.

### Quality of teaching, learning and assessment is good

The manager and staff are well qualified. All staff have a good understanding of the different ways children learn. They skilfully follow children's interests and provide a wide range of exciting activities. They are enthusiastic and interact with children positively. Children are eager and motivated learners. They relish their time at the pre-school. They are delighted to watch the cars splash into the water and become thoroughly involved in counting and comparing sizes of the soft foam bricks. Younger children have ample opportunities to make marks using a variety of tools, such as chalk and pens. Older children are learning to write for a purpose. For example, they write their names on envelopes and talk about sending their letters to their friends. Children are confident talkers. They use their language skills effectively and take part in many conversations about what they are doing. Staff use questioning skills efficiently and encourage children to think about their play. Children like playing in the role-play area. They sort food, fill up baskets, use tills and pretend to cook dinner.

### Personal development, behaviour and welfare are good

Children are happy. They are well cared for by kind and caring staff. Staff know the children well. Younger children especially benefit from the calm and caring environment staff provide. Children move around the playrooms and outside areas at ease. They choose who and what they want to play with. They are learning to do things for themselves, such as putting their own coats on and buttering their toast at snack time. Staff provide good activities to promote healthy lifestyles. Children take part in exercise sessions and thoroughly enjoy making fruit kebabs. Staff promote healthy snacks and encourage parents to provide healthy lunch boxes. Children learn to use scissors carefully. They take manageable risks as they use wheeled toys. There are good links with children's future schools. Staff share valuable information about children's achievements. They help children to manage their expectations about school in preparation for moving on.

### Outcomes for children are good

Children make good progress and are well prepared for their move to school. They have acquired key skills for their future learning and are confident and keen learners.

## Setting details

<b>Unique reference number</b>	EY479320
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	982910
<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 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Kangaroos Pre School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07761002953

Kangaroos pre school registered in 2014. The pre-school is privately owned and opens during term times only. It operates on a Monday and Wednesday from 12 noon until 3pm, on Thursdays from 9am until 3.30pm, and on Fridays from 12.30pm until 3.30pm. The pre-school employs nine members of childcare staff. Of these, five staff hold appropriate early years qualifications at levels 2 to 5 and two staff hold Qualified Teacher Status. The pre-school receives funding for free early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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