

Kinder Kids Pre-School

St Matthews Church Hall, Market Street, Hayfield, High Peak, Derbyshire, SK22 2EW



Inspection date

4 February 2016

Previous inspection date

15 September 2011

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

- The quality of teaching is superb. All practitioners demonstrate a deep understanding of how children learn. Children are busy and learning from the moment they arrive at the pre-school until the moment that they leave.
- Partnerships with parents are excellent. Practitioners devise innovative ways to help parents to continue children's learning at home. Parents tell practitioners about family news and events. This leads to rich conversations at pre-school about things that are important to children. Consequently, children's emotional well-being is exceptionally well promoted.
- Members of the committee, the manager and practitioners all describe an ambitious vision for the future of the pre-school. Their purposeful drive to continuously enhance the inspiring practice leads to worthwhile and sustainable improvement.
- Practitioners devise a wide range of interesting ways to gather children's views about their pre-school. Children learn to listen to other people's ideas. They learn to respect points of view that are different to their own.
- Children make excellent progress in their learning and development. They learn to be independent. They acquire skills and knowledge that prepare them well for school.
- The well-qualified practitioners enthusiastically seek opportunities to improve their skills and knowledge. They attend training and apply what they learn to their practice. They evaluate their learning by measuring its impact on children's progress and development.
- Practitioners make insightful and accurate assessments of children's progress. They praise children's knowledge and skills. Children hear themselves described as good learners and this makes them want to learn more.

What the setting needs to do to improve further

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

- continue to carry out plans to observe and analyse practice and evaluate the impact of this on the quality of children's learning.

Inspection activities

- The inspector observed the quality of teaching during adult-led and child-initiated activities. She assessed the impact this has on children's learning.
- The inspector spoke with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is outstanding

The pre-school operates at the heart of a community that values and actively supports what it offers to local families. Open and very effective leadership is demonstrated and roles and responsibilities are clear. Practitioners receive supportive professional supervision. The manager recognises that the improvement of practitioners' knowledge, understanding and skills leads to the best outcomes for children. For example, the pre-school is participating in a local authority project to promote children's physical development and well-being. This required the manager to assess the quality of practice before and after attending training and implementing planned improvements. As a result, children have even better opportunities to learn about their bodies and to develop balance, strength and agility. The manager plans to embed this approach to improvement planning and extend it to include all of the high-quality play and learning activities. Safeguarding is effective. The chair of the committee and the manager work together to incorporate new requirements into the pre-school's safeguarding policy and practice.

Quality of teaching, learning and assessment is outstanding

Practitioners expertly use their detailed knowledge of children's interests and achievements to plan activities. In addition, the manager collates information about children's progress and uses this to decide what the underlying focus for teaching and learning will be. This term the focus is on words that rhyme. Practitioners help children to notice words that rhyme when they talk and play together. Children enthusiastically predict or invent words that rhyme when they listen to stories and poems. Parents and children search at home to find out which of their books have rhyming words. The teaching is fun and purposeful and so it is effective. Younger children hear, say and sing rhyming words. Older children's learning is extended by skilful questioning that builds their understanding of rhyme. This leads to children's very rapid progress towards early literacy.

Personal development, behaviour and welfare are outstanding

Relationships throughout the pre-school are exceptional. Practitioners consistently model and explain their expectations for polite behaviour. When children disagree they are skilfully guided to find a way to participate together. The presentation of the learning environment and resources shows extremely thorough attention to detail. In addition, practitioners are alert to what children are doing and sensitively step in to challenge and support them. For example, when children pick up clipboards and carry out the drawing task suggested, practitioners praise children's work. They discuss and extend their learning. Later, at group time, children's individual learning is described, praised and consolidated further. This promotes children's confidence and self-esteem. Children learn to understand and follow rules and routines that keep them safe. They learn to make healthy choices in their diet. Children learn to be part of sustainable communities. For example, they know that their apple cores will be composted and put back in the soil.

Outcomes for children are outstanding

All children, including those in receipt of additional funding, are supported to make consistently excellent progress from their starting points.

Setting details

Unique reference number	206804
Local authority	Derbyshire
Inspection number	854415
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	20
Number of children on roll	17
Name of provider	Kinder Kids Pre-School Committee
Date of previous inspection	15 September 2011
Telephone number	07979187876

Kinder Kids Pre-school was registered in 1991. The pre-school employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school terms. Sessions are from 9am until 12 noon. The pre-school provides funded early education for three- and four-year-old children.

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