

# Killisick Pre-School

Coppice Farm Primary, Laver Close, Arnold, Nottingham, NG5 7LS



## Inspection date

Previous inspection date

9 February 2016

13 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 make excellent use of the stimulating environment, both inside and outside. This provides children with a wealth of exciting play activities that sparks their curiosity and encourages explorative play.
- Staff are well qualified and experienced. They talk confidently about where children are in their learning and development and what they need to do to support children's continuing progress.
- Children have formed positive attachments to staff. An effective key-person system is in place. Staff have a high level of awareness of children's individual needs and they are positive role models. Children's behaviour is good.
- Staff regularly attend relevant training for their ongoing professional development. They share all information gained with their colleagues. This is effectively used and implemented for the benefit of the children.
- Successful partnerships with external agencies ensure disabled children and those with special educational needs receive the support they need to make progress.
- The monitoring of the setting is accurate. The manager welcomes the views of parents, staff and children in identifying areas for further improvement. This helps to improve outcomes for children.

### It is not yet outstanding because:

- Children who are less confident are not always rigorously supported in developing new friendships.
- Sometimes, staff do not use a wide range of questioning techniques to extend children's language and thinking.

## What the setting needs to do to improve further

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

- further support children who are less confident to cultivate new friendships and develop positive social skills
- improve opportunities and techniques that challenge children to think and extend their vocabulary even further.

### 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and nominated person. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Tina Garner

## Inspection findings

### Effectiveness of the leadership and management is good

The staff team is strong and they work well together to create a calm and safe environment. The areas where children play are well organised. This helps children to move around freely and safely and make choices in their play. Staff receive good support from the manager, which builds their confidence and raises their enthusiasm and personal effectiveness. The arrangements for safeguarding are effective. Staff have a thorough understanding of child protection procedures and know how to safeguard children's well-being. Potential risks are minimised as staff carry out regular checks of the premises.

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

Children enjoy playing with a good selection of high-quality toys and resources. Activities are based on children's interests and the environment is adapted to support their learning well. This contributes towards children being motivated and they can explore freely. Children develop their small physical skills as they excitedly experiment with cornflour. They use their hands to feel the texture and use small tools to make different patterns. In the role-play area, children work well together, play cooperatively and use their imaginations. They learn about risk and challenge, and have opportunities to test their ideas. For example, children build an outdoor track using large blocks, then see if they can safely balance their way across. Staff demonstrate their good teaching skills through their strong interactions with children. They encourage children to count during everyday activities and routines and use mathematical language as they play. Staff offer lots of tools and materials for children to practise their early writing skills, both inside and outside.

### Personal development, behaviour and welfare are good

Children's emotional well-being is given high priority. Settling-in arrangements and transitions to school are well planned and facilitated according to the individual needs of the child. Parents provide information about children's individual needs and staff keep them well informed about children's progress. Staff are very good role models. They use consistent praise and encouragement to promote children's confidence and self-esteem. Daily routines are well embedded, and children follow good hygiene routines and manage their personal care needs well. Staff skilfully promote children's independence skills. For example, children help to prepare their own healthy snacks, pour their own drinks and learn to put their own coats on.

### Outcomes for children are good

All children, including those who receive funded education, make good progress in their learning and development. Children acquire skills, knowledge and attitudes that prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	EY412544
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	851292
<b>Type of provision</b>	Full-time 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>	30
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Killisick Pre-School Committee
<b>Date of previous inspection</b>	13 July 2011
<b>Telephone number</b>	0115 8598143

Killisick Pre-School originally opened in 1987 and moved premises in 2010 to the Coppice Farm Primary School site in a new building separate to the school. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 5, including one with Early Years Professional status. The pre-school is open Monday to Friday, from 9am to 3.30pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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