

# John McNeill Opportunity Centre

Odstock Road, Salisbury, Wiltshire, SP2 8BG



<b>Inspection date</b>	23 February 2016
Previous inspection date	26 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 manager supports the staff team extremely well to forge exceptionally strong partnerships with local education and health professionals, ensuring they meet children's specific needs very well.
- Children have very strong social and emotional skills that prepare them well for moving on to school. For example, communication and language programmes successfully increase children's concentration and listening skills.
- The manager ensures there are highly effective partnerships with parents. They ensure parents are clear about staff roles. Staff provide excellent training opportunities for parents, to help them understand how they can better support their children's learning and borrow resources that successfully allow them to continue their children's learning at home.
- Children listen very well to staff's instructions and very confidently initiate conversations. They demonstrate strong attachments and highly positive relationships with one another and with staff.
- Staff have extremely high expectations of all children. They use their exceptional knowledge of the early years curriculum to plan highly focused and targeted activities, using exceptional resources to help every child achieve their next steps.

## What the setting needs to do to improve further

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

- extend opportunities for children to make connections in their learning and better understand their similarities and differences.

### Inspection activities

- The inspector observed activities and the quality of teaching throughout the setting.
- The inspector sampled a range of documentation, including staff files, qualifications, first-aid certificates, assessment documents and self-evaluation records.
- The inspector held discussions with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector considered the views of parents and carers spoken to on the day of the inspection.

### Inspector

Sarah Urquhart

## Inspection findings

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

The management team has a very clear vision for the setting and adapts practices and procedures in response to the changing needs of children and families. Excellent, continuous monitoring of national and local influences, and children's needs, help them to better support children, especially when moving on to school. Highly effective and regular staff support and promote a very strong culture of improvement and targeted training to meet children's needs. Safeguarding is effective. The management team and staff are clear and secure in their knowledge of safeguarding matters. The management team regularly oversees children's individual learning and support plans, and targets specific funding extremely well to improve children's learning further, for example outdoors.

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

Staff work very closely with parents and other agencies to make meticulous assessments of children's individual abilities, next steps and progress in learning. They provide an exceptional range of high-quality activities that meet children's specific needs and help them achieve, such as communication groups, gym sessions and sensory play. Staff are highly skilled at extending children's thinking and listening skills. They ask excellent questions, such as why, what and how, which prompts children to share their views and opinions. The excellent use of sign language and visual cues enables all children to communicate, especially at snack time, helping them to understand, identify and share their needs. Exceptionally well-focused activities help children to learn about their body parts, although at times, staff do not always extend the learning opportunities further to help children better understand their similarities and differences.

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

The environment is extremely welcoming and highly stimulating, and children readily access resources of their choice. Staff plan excellent activities that develop children's strong sense of achievement and ability to succeed. They praise children highly and provide very clear explanations to enable children to build on their positive learning. Children move calmly and freely between activities and play independently in the indoor and outdoor spaces. The excellent key-person system supports children and parents exceptionally well, to ensure children are emotionally secure and parents greatly reassured.

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

Children make exceptional progress based on their individual starting points, abilities and learning needs. They gain tremendous independence, share their ideas and are totally engrossed and engaged in activities. Children develop superb skills for future learning and moving on to school. They are very confident, kind, respectful and tolerant, sharing, waiting and taking turns, benefiting greatly from each other's input and ideas.

## Setting details

<b>Unique reference number</b>	145990
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	825883
<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>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	51
<b>Name of provider</b>	John McNeill Opportunity Centre
<b>Date of previous inspection</b>	26 February 2010
<b>Telephone number</b>	01722 413263

John McNeill Opportunity Centre opened in 1979. It operates from premises in Salisbury, Wiltshire. The setting mainly supports disabled children and those with special educational needs. They open each weekday during term time from 9.30am until midday, and there is an optional lunch club which operates from midday to 1pm. The setting also opens for reduced hours during the summer holidays. The setting employs 31 staff. Of these, two have Qualified Teacher Status, two have level 6 early years qualifications, four have level 3 qualifications and six have level 2 qualifications. The setting receives funding for free early education for children aged two, three and four years.

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