

Amaryllis Preschool

Kings Road Primary School, Kings Road, Old Trafford, MANCHESTER, M16 0GR



Inspection date	25 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
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 consistently outstanding. Well-qualified staff use their extensive knowledge of children's abilities and interests to plan a range of stimulating activities and experiences across the seven areas of learning and development. Children make excellent progress from their starting points.
- Staff share the manager's vision and are passionate about providing children and their families with outstanding early years experiences. The inspirational and dynamic manager has high expectations of both her staff and children.
- The manager and staff are highly reflective practitioners and have an accurate view of the setting's strengths. The manager consults with staff, children and parents when evaluating the effectiveness of the setting.
- Children enjoy secure attachments with staff. Their individual care needs are very well met. Staff promote children's independence skills extremely well. They have high expectations of children's abilities.
- Partnerships with parents, other professionals and the host school are excellent. Parents and other agencies are fully involved in children's assessments. This helps to ensure that all children are extremely well supported and make the best possible progress.
- Children are highly motivated and enthusiastic learners. Staff use a range of innovative strategies to consult with children about their learning. Staff support children in identifying things they like to do at pre-school and things they would like to see change.
- Staff are highly effective at supporting children's physical, emotional and communication skills. They use an extensive range of strategies to help them develop and ensure they are ready for the next steps in their learning.

What the setting needs to do to improve further

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

- continue to disseminate the excellent practice to newer members of the team, to help to sustain the outstanding quality of provision.

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 provider. She looked at relevant documentation, such as the pre-school'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

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff give children's safety and welfare the utmost priority. The manager has developed extremely close links with a range of other professionals in order to ensure children remain safe and free from harm. The pre-school team rigorously monitors the progress made by children. Staff quickly identify any gaps in children's learning and implement plans to secure their excellent progress. Support for staff is exceptional. Supervision and appraisal are extremely well used to support the manager and staff in their drive for continued excellence. Staff are given opportunities to attend regular training and to observe and learn from each other. Opportunities for new staff to observe and learn from the practice of more experienced staff are in the process of being embedded.

Quality of teaching, learning and assessment is outstanding

All staff know children very well and act as playful partners in their learning. Staff carefully plan activities and experiences which children find highly motivating. They are highly adept at engaging children in meaningful conversations and use interesting and thought-provoking questions in order to challenge and skilfully develop children's ability to think critically. For example, staff ask children to estimate how many spoons of sand it will take to fill socks of different sizes. Children are asked to make predictions and explain their thinking before trying out their ideas in the sand tray. Staff use their in-depth knowledge of how children learn to skilfully assist children to achieve the next steps in their learning and development. Specialist staff expertly support children learning English as an additional language. For example, during snack time, staff use children's first language alongside English words to help develop children's understanding further. Children are extremely well supported to develop early writing skills and confidently make the most of opportunities to make marks during free play.

Personal development, behaviour and welfare are outstanding

Staff are enthusiastic and have implemented a highly successful key-person system. Staff are always on hand to offer guidance and celebrate children's achievements. Children find this extremely motivating. Staff employ highly successful strategies to build children's confidence and self-esteem. For example, older, more experienced children are encouraged to share their abilities and support younger children as they play. Staff are excellent role models. Children are aware of the high expectations staff have for their behaviour. Staff manage children's behaviour extremely well. They sensitively support children to understand the consequences of their actions. Children are highly respectful and considerate of staff and each other. Children have excellent opportunities to learn outdoors and develop their physical skills. Parents are fully involved in their child's learning from the beginning and speak very highly of the pre-school.

Outcomes for children are outstanding

Children make excellent progress from their starting points. They are confident, successful learners and enjoy good relationships with each other. Children are extremely well prepared for their eventual move to school.

Setting details

Unique reference number	EY475359
Local authority	Trafford
Inspection number	968558
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	38
Name of provider	Simone Nadine Stephenson
Date of previous inspection	Not applicable
Telephone number	0161 881 3571 or 07925884572

Amaryllis Preschool was registered in 2014. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.20pm until 3.20pm. The nursery supports children learning English as an additional language and provides funded early education for two- and three-year-old children.

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