

The Little House

The Cobbles, Lower Peover, WA16 9PZ



Inspection date	17 March 2016
Previous inspection date	11 January 2010

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

- Qualified and experienced staff provide excellent teaching and learning experiences. As a result children are highly motivated to learn. Children's development is superbly promoted because staff know all of their individual needs well. They use information from accurate observations and assessments to plan appropriate and challenging activities that are fun and spark children's interest.
- Partnerships with parents have a positive impact on children's learning and development. There are excellent systems for sharing information about children's needs and achievements. Parents are well informed about how their children are developing and staff discuss ideas with them about how to further support their learning at home.
- Children develop exceptionally strong emotional attachments with their key persons. All staff are warm and loving towards children and provide high levels of positive interaction with them throughout the day. This helps children to settle quickly into the pre-school and build very good friendships with others.
- Children play and learn in a vibrant, stimulating environment. They demonstrate an eagerness to try new things and are confident and motivated to get involved.
- Leaders and managers continually review their practice. Together with parents and children they examine the ways in which they can further improve teaching and the outcomes for children. This has a significantly positive effect on children's learning and the progress they make.

What the setting needs to do to improve further

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

- continue to encourage staff to share their expertise as part of the drive to continually achieve excellence across the pre-school.

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 held a meeting with the registered person and 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 selection of the staff during the inspection.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is outstanding

Staff have an excellent understanding of the Early Years Foundation Stage requirements. The arrangements for safeguarding are effective. Staff are highly skilled at identifying and successfully minimising any potential risks to children. The pre-school robustly implements a highly effective range of procedures and policies that supports children's health, safety and well-being. The owner has an excellent understanding of how to ensure staff are motivated and knowledgeable about their roles. Staff receive frequent individual support where they can seek expert advice or discuss their training requirements. Management are now looking to focus more on encouraging staff to share their own excellent practice to support all staff to be part of the drive to continually improve.

Quality of teaching, learning and assessment is outstanding

Staff are extremely motivated and caring. They provide children with stability and structure in a purposeful learning environment. Children are supported to make excellent progress. Teaching and learning is outstanding. Staff have a first rate understanding of what each child can do. Frequent observations and assessments are completed to ensure that any need for early intervention can be identified and supported. Staff form exemplary partnerships with parents who describe in detail their complete happiness with the outstanding practice at the pre-school. Staff use a range of excellent teaching strategies to promote children's personal, social and emotional development, and their communication and language skills. Children learn about the characteristics of living things, such as trees. Staff reinforce learning when they go outside to identify branches, leaves and roots. They feel the textures of different barks. Children explore the shape and size of trees by putting their arms around them to measure. They delight in finding worms and studying them with magnifying glasses. Children thoroughly enjoy the challenging experiences they are provided with. Dynamic partnerships with the local schools support a smooth move as children go from the pre-school to the school environment.

Personal development, behaviour and welfare are outstanding

Exceptionally caring relationships with their key persons provide a secure base from which children learn and develop independence. The highly stimulating environment provides an exceptional range of activities and experiences, including regular outdoor experiences. Staff continually encourage children to do things for themselves and praise them for trying each time. Staff are highly effective in role modelling respectful relationships and valuing children's opinions. Children are encouraged to listen and respond to each other. Partnerships with parents are superb. Parents particularly praise the staff for the high quality of information and communication they receive. Parents also appreciate opportunities to be involved in the pre-school.

Outcomes for children are outstanding

All children make outstanding progress in their learning and development. Good quality teaching means children develop a real interest in learning. Children are extremely kind and caring. They show respect for others and demonstrate exceptionally good manners and self-control. They gain the key skills to support their future learning.

Setting details

Unique reference number	305376
Local authority	Cheshire East
Inspection number	855097
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	14
Number of children on roll	25
Name of provider	Susan Elizabeth Lake
Date of previous inspection	11 January 2010
Telephone number	01565 722917

The Little House was registered in 1993. It follows the Montessori educational philosophy. It opens from 9.30am to 12.30pm on Wednesdays and Fridays and from 9.30am to 4pm on Monday, Tuesday and Thursday. A summer school operates for two weeks during the main holidays, for children aged up to eight years. There are four members of staff working directly with children. Of these, two have Qualified Teacher Status and two hold a qualification at level 3.

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