

# Great Expectations Pre-School

32-40 Grange Road, Middlesbrough, Cleveland, TS1 5AU



## Inspection date

13 October 2016

Previous inspection date

6 August 2013

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 are skilled at following children's lead and enhancing their play. They understand when children need time to explore and when to intervene to extend their ideas. Children are interested and engaged in their learning.
- Babies and the youngest children have formed secure bonds with their key person. Their care needs are met effectively and they benefit from the high levels of emotional support from the nurturing staff.
- Staff encourage all children to be independent and take an active part in their own self-care. Even the youngest children serve their own lunches and show increasing confidence in their own ability.
- Leaders and managers are passionate, committed and dedicated to creating a high-quality learning environment for children. They are excellent role models for the staff team and work very hard to drive improvement.
- Staff have developed and maintained excellent partnerships with other professionals involved with children. They swiftly access support for children, including those who have special educational needs or disability and those who speak English as an additional language. This helps to close any gaps in their learning.

### It is not yet outstanding because:

- Staff do not sharply focus their teaching to develop the communication and language skills even further for the youngest children.
- There is scope to further develop the ways to evaluate and reflect on the impact of staff's teaching for children.

## What the setting needs to do to improve further

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

- focus teaching even more sharply on developing the youngest children's communication and language skills to help them make further rapid progress
- enhance systems for the evaluations of staff practice in order to focus more sharply on the quality and impact of teaching for children.

### 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 joint observations with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation, children's learning journals and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers have an excellent knowledge of the early years foundation stage. They reflect on how well the setting meets the needs of the children and families. They devise action plans which help them to make continuous improvements. For example, staff work very hard to support parents to become involved in their children's learning and have implemented an online learning journal. Overall, leaders support staff to update their skills and knowledge to work with children. For example, staff work towards relevant childcare qualifications and have attended training which focused on supporting children aged two years. Safeguarding is effective. Leaders have implemented robust procedures for staff to follow if they have concerns about children's welfare. Staff fully understand their responsibilities to protect children from harm.

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

Staff carefully prepare learning environments in order to capture children's interests and engage them in purposeful play. For example, older children are fascinated with the images they take using digital cameras. They excitedly seek out others to join in with their investigations. This helps to develop their skills in using technology. Younger children listen intently to different stories and enjoy turning the pages. They develop a love for books and learn how to handle them carefully. Staff help children develop mathematical skills and use gestures to help them follow instructions. Children show increasing levels of understanding and begin to repeat number names clearly. Staff carry out regular assessments of children's progress, including the check when they are aged between two and three years. They share these with parents and others involved in children's learning, such as schools. This helps to promote continuity of learning.

### Personal development, behaviour and welfare are good

Staff actively promote the good health of all children. For example, they ensure children have time outdoors to develop their physical skills and run around in the fresh air. Children delight in jumping off the tyres and balancing on the crates. They benefit from healthy, home-cooked meals for lunch and wash their own hands. Staff collect a range of information from parents about babies' routines and preferences. This helps them to meet their care needs effectively and keep them settled and happy. Children's behaviour is consistently good throughout the setting. Staff help children to be kind and respectful towards each other. Babies enjoy individual attention from their key person. They gaze and reach for shiny resources and staff praise them when they roll over. This has a positive impact on their emotional well-being. The environment is welcoming, warm and friendly. Families benefit from the support and care shown by staff.

### Outcomes for children are good

All children make good progress across all areas of learning in relation to their starting points. Funding received by the setting is used effectively to help children make even better progress in the areas they need to. Children develop the skills they need for school and they show willingness to join in activities. They are motivated and eager learners.

## Setting details

<b>Unique reference number</b>	EY362002
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	1065041
<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>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Greater Expectations Ltd
<b>Registered person unique reference number</b>	RP527326
<b>Date of previous inspection</b>	6 August 2013
<b>Telephone number</b>	01642 243256

Great Expectations Pre-School was registered in 2005. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, two members have a degree in early years and two have a foundation degree. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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