

# St Mark's Little Birds Pre-school



St. Marks Primary School, High Street, Swanage, Dorset, BH19 2PH

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 30 November 2016 |
| Previous inspection date | Not applicable   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | 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 inspirational leadership of the manager and a total commitment to teamwork from all the staff drive the exceptionally high-quality care and learning at this pre-school. Staff are confident to challenge and adapt routines and are not afraid to use new skills to improve outcomes for children.
- Staff are exceptionally skilled in their interactions with children, to challenge children to increase their skills and believe that they can always achieve more. Children make exceptional progress and are highly motivated and inquisitive learners.
- The whole staff team has an exceptional understanding of children's individual learning needs. Highly successful systems for monitoring and assessment are used skilfully to shape and adapt learning experiences, reflecting children's interests, learning styles and preferences so all children benefit fully.
- Exceptionally successful partnership working ensures all children, including those with additional needs, are very well supported. The provider demonstrates a commitment to working closely with parents and with a number of early years professionals, to secure timely interventions and help all children to reach their full potential.
- Staff are excellent role models and use highly effective approaches to manage children's behaviour and help children to forge strong relationships. Children show a secure understanding of expectations and are kind and considerate to others.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to share their views and opinions on their activities and experiences.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager and nominated person.
- The inspector looked at children's assessment records and planning documents, and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children, and reviewed the provider's self-evaluation document.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

### Inspector

Samantha Powis

## Inspection findings

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

Safeguarding is effective. Staff have an exceptionally thorough understanding of their role in keeping children safe and are confident in how to identify and react to concerns promptly. Excellent working relationships with the host school ensure smooth transitions for children. Management evaluates the quality of the provision rigorously, identifying aspects of the service for further improvement. It gives a high priority to extending staff's already excellent knowledge. Staff constantly reflect on, and improve, practice such as by using their individual self-evaluation records. For example, staff identified how to improve the organisation of snack time. Subsequently, children have greatly increased independence and interruptions are reduced, so children become more deeply involved in their play. Staff are exploring even more ways to seek children's views and ideas.

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

Staff have an excellent understanding of children's learning needs and provide innovative and inspiring activities to ensure all activities offer high levels of support and challenge. Planning is highly effective and takes account of children's individual interests and next steps in learning. Staff are extremely successful in motivating children to explore and investigate. For example, children take clipboards, pencils and magnifying glasses into the garden to find insects, while other children use the detector to search for items made of metal. They discuss their findings with great excitement, identifying similarities and differences. Staff provide skilful support for children to solve problems. They pose questions and give children time to think about outcomes such as when comparing weights and engaging in simple number work.

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

Staff are highly sensitive to children's needs and form extremely warm relationships. They provide high levels of praise for children and, in turn, children value and respect each other. Children feel safe to try new experiences, and show great confidence in their own abilities such as when they independently use the camera to take photographs of their friends and then print these off. An excellent range of exciting resources challenges children effectively both indoors and outside. For example, a newly obtained two-wheeled bicycle provides opportunities for children to extend their physical skills. Children learn how to keep safe, for example, as they use tools such as knives with great care.

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

Children are highly active, independent learners who develop exceptional skills for their future learning and eventual move to school. They use language incredibly confidently to share their thoughts and ideas and make decisions. For example, they vote for the number rhyme they want to sing and join in excitedly using the props to help them.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | EY481158                      |
| <b>Local authority</b>                           | Dorset                        |
| <b>Inspection number</b>                         | 987078                        |
| <b>Type of provision</b>                         | Full-time provision           |
| <b>Day care type</b>                             | Childcare - Non-Domestic      |
| <b>Registers</b>                                 | Early Years Register          |
| <b>Age range of children</b>                     | 2 - 5                         |
| <b>Total number of places</b>                    | 21                            |
| <b>Number of children on roll</b>                | 37                            |
| <b>Name of registered person</b>                 | St Marks Pre-School Committee |
| <b>Registered person unique reference number</b> | RP519768                      |
| <b>Date of previous inspection</b>               | Not applicable                |
| <b>Telephone number</b>                          | 01929289223                   |

St Mark's Little Birds Pre-school re-registered in 2014, having previously been registered since 1978. It operates from a classroom within St Mark's Church of England Primary School in Swanage. The pre-school is open between 9am and 3pm during school term times. It receives funding for free early education for children aged two, three and four years. There are nine members of staff employed to work directly with the children, all of whom hold relevant early years qualifications or are working towards gaining a qualification.

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