

Tissington Kindergarten

The Old School House, Tissington, Ashbourne, Derbyshire, DE6 1RA



Inspection date

2 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Strong key-person systems enable children to develop secure emotional attachments quickly. Children are provided with a nurturing environment and are supported to develop positive relationships with their peers. They are extremely happy, confident and demonstrate a positive sense of belonging.
- Staff make regular observations of children and accurately assess their progress. Key persons identify next steps for children's learning, and share them with other staff and other settings children attend. This means that they work together to promote consistency in children's learning and development.
- Partnerships with parents are strong. Regular exchange of information means that parents are empowered to continue their child's learning at home. Staff gather information from parents on entry to the setting, in order to ensure that the assessments of the starting points for children's learning are accurate and reflect their skills and abilities.
- Effective monitoring and high expectations for children ensure that targeted programmes of support are implemented quickly. Consequently, all children, including those who receive funding are making very good progress.

It is not yet outstanding because:

- At times, staff's enthusiasm and motivation during activities reduces the opportunities for children to extend their thinking skills as they are not always given enough time to respond to questions.
- Although relationships with other agencies are good, staff are not always proactive enough to make partnerships as strong as possible.

What the setting needs to do to improve further

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

- provide children with more time to respond to questioning, and further develop and extend their thinking skills
- build further on the links with other agencies to establish stronger partnership working for the benefit of children and families.

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 headmistress.
- The inspector held a meeting with the headmistress. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

The leadership team has a strong drive to improve. Self-evaluation takes into account the views of staff, parents and children. Action planning ensures that areas for improvement are addressed. Safeguarding is effective. Staff have a good understanding of safeguarding and ensure that children are kept safe and protected from harm at all times. For example, grid references for the Forest School activities are available should an emergency arise and the emergency services need to be contacted. Staff are well qualified and are deployed effectively to ensure that the children's needs are met at all times.

Comprehensive policies and procedures are reviewed regularly to ensure they are up to date with current legislation. Daily risk assessments are conducted by the staff in all the indoor and outdoor areas.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is very good and some aspects are outstanding. There is a strong emphasis on developing children's numeracy and literacy skills. At an early age children can recognise the initial sounds of their names and numbers in the environment. Weekly French lessons help to build children's understanding of the wider world. Children can say hello, introduce themselves and count up to six confidently in French. Children's language and communication skills are very well supported. Staff introduce lots of new language and engage children in meaningful conversations. For example, at circle time children eagerly share their experiences of the recent Shrovetide, a local tradition of the town. Regular Forest School activities and ballet workshops help children to develop their physical skills and their understanding of how to keep themselves safe.

Personal development, behaviour and welfare are outstanding

Children are very happy, relaxed and highly confident within the setting. Staff are superb role models and provide children with an exceptionally nurturing and caring environment. Children's independence skills are promoted extremely well. They manage risks with very little support and manage their personal hygiene needs appropriately for their age.

Children's behaviour is exemplary as they share, take turns and show care and compassion for others. For example, when engaging in a group activity children support each other by demonstrating skills and offering praise for each other's achievements. Children have a very good understanding of healthy lifestyles. They are provided with an extensive range of healthy meals, snacks and drinks. Regular outdoor learning experiences help to develop children's understanding of nature and the world around them.

Outcomes for children are good

Children are highly motivated and enthusiastic learners who are keen to explore and try new activities. They are extremely responsive to staff and others. Children are exceptionally well prepared for the move on to school. They can sit for significant periods of time during adult-led activities and remain highly focused on the task. Children engage in a range of activities that actively promotes their early literacy and mathematical skills. Throughout the setting children are extremely confident in their environment and demonstrate high levels of independence.

Setting details

Unique reference number	EY492731
Local authority	Derbyshire
Inspection number	1025887
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 - 4
Total number of places	48
Number of children on roll	46
Name of registered person	Tissington Kindergarten Limited
Registered person unique reference number	RP902352
Date of previous inspection	Not applicable
Telephone number	01335350123

Tissington Kindergarten was registered in 2015. The kindergarten employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The kindergarten opens from Monday to Friday, during term time. Sessions are from 8am until 5pm. The kindergarten offers funded early education for two-, three- and four-year-old children.

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