

# Little Learners at Sellindge Pre-school



Main Road, Sellindge, Ashford, Kent, TN25 6JY

<b>Inspection date</b>	19 January 2018
Previous inspection date	4 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- Leaders show an uncompromising dedication to raising outcomes for children. They use highly effective systems for monitoring and evaluating all areas of practice, using opinions of staff, parents and children. The strong commitment for driving improvement ensures all staff receive training and individual support to provide a highly stimulating environment where children make excellent progress.
- Children flourish in an inspirational learning environment. Staff have an excellent knowledge of the children and how they learn. They skilfully plan exciting and challenging activities to support next steps in learning. All children, including those who have special educational needs (SEN), make excellent progress. They are prepared extremely well for future learning and for school.
- Excellent relationships formed between staff and parents impact positively on children's learning and development. Staff provide an exceptional range of resources, support and advice to help parents continue their children's learning at home. Parents value the outstanding care their children receive.
- Children are extremely friendly, well behaved and polite. They are developing excellent knowledge about the world and the impact they have on it. For example, they all help to recycle materials, water the plants and care for pets and wildlife at pre-school.
- All teaching is of a very high standard. Staff consistently use spontaneous and planned opportunities to encourage children to discover new things and learn as they play.

## What the setting needs to do to improve further

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

- continue to explore ways of extending the excellent communication between staff and parents.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, deputy manager and SEN coordinator.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection. The inspector sampled parent questionnaires and letters, and took account of parents' views.
- The inspector looked at a range of documentation, including records of children's progress, the nursery's self-evaluation form and improvement plans, evidence of the suitability of staff working at the nursery, policies and procedures.

### Inspector

Alison Martin

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Inspirational leaders show an uncompromising drive to maintain very high standards of professional development and teaching. Regular feedback and training opportunities support highly qualified staff to constantly improve and reflect on their teaching. For example, following training, they have recently improved the planning for small-group activities. Safeguarding is effective. Children are kept safe by staff who have excellent knowledge about what to do if they have concerns about children's safety or welfare. All interactions between staff are highly respectful and courteous. Extremely thorough monitoring of children's progress helps identify when individuals or groups of children need extra support, including those who have SEN and those who receive additional funding. Staff work very closely with other professionals to make sure children receive timely and significant help to reduce any gaps in their learning.

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

Staff expertly extend children's learning opportunities. For example, children are fascinated to learn more about stick insects as they talk about their natural habitat in the rainforest. Children's communication and language skills are supported extremely well. Staff give children clear explanations and new vocabulary as they play. For example, children learn about wheels and cogs, and use technical words for the computer. Staff expertly use naturally occurring opportunities to increase learning experiences, such as naming birds that visit the birdfeeder. Parents are thoroughly engaged with their children's learning, although the nursery continually looks at other innovative ways to encourage parents to share information.

### Personal development, behaviour and welfare are outstanding

Children are very happy and relaxed. The extremely nurturing staff are highly responsive to their individual needs. They set clear boundaries that help children feel very secure and safe. They are learning to be confident, emotionally capable and resilient. Children are developing a strong sense of themselves and their place in the world. An exceptional range of experiences helps children learn about other families, cultures and communities beyond their own. For example, they share photographs and letters with children in an African school. They learn about the importance of eating nutritious food at snack time when they are offered an abundance of fresh fruit and vegetables.

### Outcomes for children are outstanding

Children are highly engaged and motivated. They are naturally curious and excited by new challenges. They display increasing dexterity and physical skills, such as when they paint detailed pictures of flowers with brushes. They listen carefully to stories and rhymes and use numbers for counting as they play. They are developing a lifelong love of learning that will support their continuing outstanding progress and future achievements.

## Setting details

<b>Unique reference number</b>	EY334126
<b>Local authority</b>	Kent
<b>Inspection number</b>	1070780
<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
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Cheryl Annette Martin
<b>Registered person unique reference number</b>	RP905639
<b>Date of previous inspection</b>	4 December 2014
<b>Telephone number</b>	01303 814968

Little Learners at Sellindge Pre-school registered in 2006. It operates in the grounds of the primary school in Sellindge, near Ashford, Kent. The group is open each weekday from 8am to 6pm, all year round. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine members of staff, all of whom hold appropriate qualifications at level 4 and above. The pre-school supervisor holds a degree in early years and is an early years teacher.

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