

Kangaroos pre school

Wesley hall, Potter street, Melbourne, Derby DE73 8DW



Inspection date	28 February 2019
Previous inspection date	14 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 have caring, affectionate relationships with children. They get to know them well by gathering important information about their home routines, interests and needs. Children are happy, settled and secure. They enthusiastically attend the pre-school and take part in a good variety of enjoyable activities.
- Staff have established strong partnerships with parents and carers. They use daily discussions and online systems to exchange information about children's achievements. Parents comment very positively about the care and teaching their children receive.
- Staff are good role models for behaviour. They provide effective praise and support for children, which enhances their emotional development. Staff provide consistent guidance about rules and help children to understand how their actions may affect the feelings of others. Children's behaviour is good.
- The managers and staff monitor children's progress effectively. They use the information they gather to identify children's next steps in their learning and plan interesting activities that follow children's interests. Children make good progress from their individual starting points.
- The managers evaluate the pre-school well and welcome the views of parents, children and staff to identify key areas they would like to develop in the future. For example, they have introduced a 'reflective' book which all staff use to share their ideas and thoughts about how they can improve the pre-school.
- The managers do not use the systems in place for supporting staff's teaching rigorously enough to help raise the quality of teaching to an outstanding level.
- Partnerships with staff at other settings children attend are not fully established to provide children with continuity of learning and care.

What the setting needs to do to improve further

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

- strengthen the existing good staff monitoring systems, to focus more precisely on helping staff raise the quality of teaching to an outstanding level
- build on the partnerships with other settings children attend to provide even greater continuity in children's learning, so they make the very best progress possible.

Inspection activities

- The inspector carried out a tour of the pre-school. She looked at the range of resources available for the children to use and security arrangements to keep the children safe.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She held discussions with the managers at convenient times throughout the inspection. She took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She completed a joint evaluation of an activity with the managers and discussed the quality of teaching.
- The inspector discussed the children's learning and development with the managers and the children's key person. She looked at children's learning records and discussed the progress they make.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and accident procedures. She discussed the staff performance systems and their plans for future improvement.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff have a good understanding of how to recognise signs that a child is at risk of harm. They are confident about what action to take if they have any concerns about a child's welfare. They implement effective safety checks to help minimise risks to children and review accident forms and procedures. This helps to ensure children's safety and welfare as they play. Effective recruitment and induction arrangements help to ensure that staff are suitable and have a clear understanding of their roles. The managers are very knowledgeable and use their expertise very well to run the pre-school effectively. Overall, they support staff well and provide training that develops staff practice. After recent training, staff have altered how they teach mathematics, which has led to an improvement in the children's progress.

Quality of teaching, learning and assessment is good

Staff use their qualifications and experience well. They plan an engaging and varied environment and support children's learning effectively. They interact in a positive manner with the children and encourage them to explore, discover and solve problems. For example, children use water melons. They scoop out the flesh of the melon and thoroughly enjoy pretending it is tomato and onion soup. Staff use this opportunity effectively. They encourage children to see how many spoons of water melon juice will fill a jug and how many pegs they can hammer into the melon. This helps extend children's mathematical awareness and their small-muscular skills well. Staff teach communication and language skills effectively. They encourage all children to talk and hold conversations about their experiences at home and in the pre-school.

Personal development, behaviour and welfare are good

Staff provide very good opportunities for children to learn. Children enter the pre-school with enthusiasm. Staff encourage children to choose their own activities, lead their own play and explore their ideas. Children demonstrate they are comfortable in their surroundings as they confidently move around the rooms and outside freely. Staff support children to develop good levels of independence. For example, children fetch their own aprons before taking part in messy activities and are eager to tidy away for story time at the end of the session. Children have very good opportunities to learn about how to keep themselves safe and about their local community. For instance, they learn about road safety and the danger of fire when professionals from the local community visit the pre-school. Staff help children to develop their awareness of healthy lifestyles. For example, they talk to children as they use vegetables in the play kitchen and promote plenty of play outside.

Outcomes for children are good

Staff motivate and support children's learning well. Children are keen to learn new skills and knowledge. They are working within their typical expected age bands and some children above. All children, including funded children, are gaining skills for their future learning and eventual move to school. They are confident, listen and concentrate. Staff help children to develop good skills to help enhance their reading. For example, children make up stories using story stones, which helps to develop their imagination effectively.

Setting details

Unique reference number	EY479320
Local authority	Derbyshire
Inspection number	10076147
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	31
Name of registered person	Kangaroos Pre School
Registered person unique reference number	RP533799
Date of previous inspection	14 January 2016
Telephone number	07761002953

Kangaroos pre school registered in 2014 and is based in Melbourne, Derbyshire. The pre-school is privately owned and opens during term times only. It operates for a variety of session times. On a Wednesday from 12pm until 3pm, on Thursday it opens from 9am until 3pm and on a Friday 9.30am until 3pm. The pre-school employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and two staff are unqualified. The pre-school receives funding for free early education for two-, three- and four-year-old children.

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