

Snowdrop Cottage Preschool



The Old School Hall, St Mary Street, Chippenham SN15 3JW

Inspection date	25 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of 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

- All those involved with the pre-school benefit from an extremely strong leadership team who are passionate about their work. They have a clear vision to provide the very best quality childcare and are relentless in their drive to achieve and maintain the highest standards.
- The very well-qualified staff team provide high-quality teaching, to deliver exciting and stimulating learning experiences. They ensure every child gets the support they need to reach their full potential.
- The management team places strong emphasis on self-reflection and the impact of teaching on children's learning. Managers evaluate staff practice extremely effectively. They draw on staff's individual strengths, to develop the whole staff team and support their professional development to benefit the children.
- Staff build excellent and trusting partnerships with parents. They use highly successful strategies to engage parents and enable them to extend children's learning at home. For example, they organise informative talks and lend popular learning resources. Parents speak passionately about the pre-school. They are eager to talk about the great impact the pre-school has had on their children's lives.
- Staff are exemplary role models for children and have high expectations of what every child can achieve. Children are self-assured, highly sociable and enjoy doing things for themselves. They behave impeccably.
- Managers and staff monitor children's development exceptionally effectively. They very rapidly identify children, or groups of children, at risk of falling behind and put in place specific support to help them catch up. Children make rapid progress, including children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- support less experienced staff in continuing to develop their teaching skills to a very high standard to enable them to extend children's learning fully, especially during play that children initiate themselves.

Inspection activities

- The inspector held meetings with the management team and senior staff throughout the inspection.
- The inspector observed activities in the two playrooms and the outdoor play area, including a joint observation with one of the owners of the pre-school.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the pre-school and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day and from parents' written testimonials.

Inspector
Rachel Edwards

Inspection findings

Effectiveness of leadership and management is outstanding

Managers encourage staff to review their practice and nurture a culture of mutual support. Staff are passionate about their roles and confident to try new ways of doing things. Managers recognise when less experienced staff need further support and provide this to rapidly improve their teaching skills. Safeguarding is effective. The arrangements to keep children safe and healthy are exemplary. The lead for safeguarding has extensive knowledge of child protection issues and works closely with other agencies to help protect children from harm. She ensures that staff have an excellent understanding of what to do and who to contact if they have concerns for a child's welfare. Children's safety and well-being is central to everything staff do. Children say of the pre-school 'It has the best toys, food and grown-ups ever'.

Quality of teaching, learning and assessment is outstanding

Staff plan a wealth of rich and imaginative experiences that keep children interested and engaged in learning. For example, staff expertly extend children's understanding of measurement. Using a tape measure, they wonder how big dinosaurs' feet would be? Staff ask probing questions, such as 'How would they eat with such small hands?' Children love these discussions and keenly share their ideas. Everyone is involved. Staff build on children's knowledge. For example, after a pirate story children are delighted to make telescopes. They use them outside to look for treasure, acting out the story and using new words they have learnt. Staff ignite children's interest in writing, for example, visiting town to spot signs and play 'logo bingo'. They learn about the natural world in exciting ways, such as hatching chicks and watching tadpoles develop.

Personal development, behaviour and welfare are outstanding

Caring staff listen to children with full attention, so children feel valued. They praise children often and reassure them that it is fine to be wrong sometimes, so children are confident to 'have a go'. Staff help them recognise and manage their feelings exceptionally well. For example, staff use a dinosaur character to talk about emotions. They ask children, 'How would I feel if I was snatching and roaring?' Staff support children's good health exceedingly well. Exciting experiences inspire children to be active and energetic learners. For example, they build dens in the wood and hunt for otters by the river. Children tuck in eagerly to nutritious meals that meet their specific dietary needs. They make good choices about what and how much to eat as they serve themselves. Staff eat with them and reflect on their day. Staff inspire children to think about all the things they could do, such as, when they visit and learn about the dentist, architect, nurse, hairdresser, fireman and builder.

Outcomes for children are outstanding

Children rapidly gain the skills they need to support their future learning. They are highly motivated and absorbed in their play. They are exceptionally resourceful, for example, moving and arranging tyres to make their own throwing game. They use their growing mathematical knowledge to count, sort and measure. They are interested in writing, for example, they eagerly find clip boards to write a menu for their café. They have excellent social skills and competently manage their own personal care.

Setting details

Unique reference number	EY542218
Local authority	Wiltshire
Inspection number	10089524
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	53
Name of registered person	Snowdrop Cottage Day Nursery Limited
Registered person unique reference number	RP532515
Date of previous inspection	Not applicable
Telephone number	07828142368

Snowdrop Cottage Preschool registered in 2016. It has close links with nearby Snowdrop Cottage Day Nursery, which has the same owners. The pre-school is open each weekday between 8am and 6pm for 51 weeks of the year. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs 17 staff to work directly with the children, including the two owner/managers. There is also a cook. Fifteen of the staff are qualified at level 3 or above. Of these, three are qualified early years teachers, two hold early years degrees at level 6 and two hold early years qualifications at level 4.

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