

Killamarsh Bears Pre-School c/o Killamarsh Sports Centre

Killamarsh Community Campus, Stanley Street, Killamarsh, Derbyshire
S21 1EL



Inspection date	10 July 2019
Previous inspection date	1 February 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 develop strong relationships with children and parents and know them well. This contributes to the sense of emotional security children have within the nursery. Staff use a variety of methods to share information with parents, including newsletters and ideas to continue children's learning at home. Parents are fully involved in their child's learning and development.
- Staff make good use of their observations and accurate assessments to help make future learning experiences meaningful. They take account of children's interests and current capabilities from home. As a result, children are motivated and eager to participate in learning opportunities, and so make good progress.
- The pre-school is extremely welcoming and inclusive. Staff work sensitively with children with special educational needs and/or disabilities (SEND). They plan precisely for their learning and utilise strong partnerships with outside agencies.
- The manager uses additional funding thoughtfully to develop community-based activities. This helps to enhance the curriculum. For example, children engage enthusiastically in movement sessions aimed at promoting a healthy lifestyle.
- The manager and staff are extremely committed to providing high-quality early years experiences for children and their families. They evaluate their provision regularly and identify aspects for further improvement effectively.
- Occasionally, staff do not maximise opportunities to challenge children's learning.
- The management team does not always make the best use of all monitoring systems to help them target support more precisely. In particular, to raise the quality of staff's teaching to a higher level.

What the setting needs to do to improve further

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

- extend the level of challenge in activities for the most able children to help them make the best possible progress
- sharpen the focus of monitoring procedures of staff to identify where practice could improve, and support staff to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She reviewed relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to recognise and report child protection concerns to safeguard children. They follow the pre-school's procedures for safeguarding diligently, such as those regarding the safe use of mobile phones and cameras. Staff supervise children closely and keep the setting secure. The manager follows robust recruitment and vetting arrangements. This helps to ensure staff who work with children are suitable to do so. The manager analyses the progress made by individuals and groups of children. She adapts the environment to ensure any gaps in children's learning are closing. Staff have implemented ideas after attending training in personal, social and emotional development. For example, children are able to access a quiet area designed specifically for children to discuss how they are feeling.

Quality of teaching, learning and assessment is good

Well-qualified staff follow children's interests and incorporate these into daily learning experiences. For example, children delight in planting sunflower seeds. Staff incorporate mathematical language seamlessly into activities. Staff discuss with children if their pot is full of soil. Staff engage children in activities that support their language development. They model vocabulary for younger children to copy to name objects hidden in sand. Staff use questioning to encourage older children to describe the inside of melons and pomegranates as they cut them open. Staff promote children's literacy skills. They encourage children to act out their own story about going on a picnic. Children benefit from a well-planned environment and show high levels of engagement during their play. They confidently explore the different areas within the pre-school, choosing where they would like to play. Staff follow children's own ideas for their play with enthusiasm. For example, children ask staff to hold pipes in place to enable the water to flow.

Personal development, behaviour and welfare are good

Staff provide children with a warm welcome, giving the pre-school a calm and friendly feel. Children demonstrate that they feel safe and secure. Young children particularly enjoy hugs and reassurance from staff when parents leave them. Children behave well. Staff provide gentle guidance and praise, telling children what they expect of them. For instance, staff promote positive messages such as taking turns and sharing. Staff support children to take appropriate risks in their play and to learn to keep themselves safe. They remind children to be careful and sit on their bottom when coming down the slide. Children have plenty of opportunities to experience fresh air and exercise in the well-planned outdoor environment. They eat healthy and freshly prepared snacks.

Outcomes for children are good

Children make good progress during their time at the pre-school. This includes children with SEND and those who receive additional funding. Staff seek advice from outside agencies to support children with SEND effectively. They thread advice given into planning to ensure children receive a consistent approach from all adults working with them. Children grow in confidence and gain strong social skills. They are active and confident learners who independently initiate their own play. Children are prepared with the key skills they need for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY387086
Local authority	Derbyshire
Inspection number	10074199
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	37
Name of registered person	Killamarsh Bears Committee
Registered person unique reference number	RP522361
Date of previous inspection	1 February 2016
Telephone number	07952755784

Killamarsh Bears Pre-School c/o Killamarsh Sports Centre registered in 2008 and is based in Killamarsh, Derbyshire. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, five hold level 3 and one holds level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am to 2.30pm Monday to Thursday, and 9am to midday on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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