

Inspection of Killisick Pre-School

Coppice Farm Primary, Laver Close, Arnold, Nottingham NG5 7LS

Inspection date: 24 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children experience rich and varied opportunities to promote their learning. They confidently demonstrate that they are active learners as they independently choose what they would like to do.

Children show that they feel safe and secure as they move around the environment, seeking out their friends and sharing activities. Children's communication skills are promoted. They enjoy self-selecting resources provided in dedicated areas to support their speech. For example, they enjoy using toys to retell favourite stories with staff and link actions to words as they sing rhymes. Young children repeat new vocabulary as staff introduce words to name herbs in the mud kitchen, such as lavender and rosemary.

Children are well behaved, kind and considerate. They happily take turns with others during play and are well mannered. Children are supported, with clear explanations from staff, to develop their understanding of positive behaviour.

Children make good progress in their learning and development as staff have high expectations of them when planning what they need to learn next. Children enjoy activities which support their growing interests. They receive recognition for their achievements as staff value their progress. Children develop a positive attitude; they are curious, creative and eager to learn. Children look at the story of 'The Tiger Who Came to Tea' in the role-play area and re-enact the story. Their creative ideas for tiger food spark much laughter and excitement.

What does the early years setting do well and what does it need to do better?

- Staff provide a stimulating and inviting learning environment both indoors and outside. Children enjoy writing their own stories, inspired by the exciting resources that staff skilfully present. Staff support children outdoors to develop their mathematical skills as they count how long it takes to complete an obstacle course.
- Children develop curious minds as they use science equipment to create their own potions. Young children are in awe as they mix different coloured liquids and watch the colours change. Staff model new words such as 'pipette' and 'test tube' to further develop children's vocabulary. Children develop the grip between their fingers and thumbs as they pull leaves off herbs to add to their potions. This provides children with an opportunity to develop small-muscle skills that will support them to hold a pencil.
- Staff talk and listen to children throughout the day. They use construction activities to develop children's own ideas as they decide how to build roads for the toy cars. However, sometimes staff provide children with solutions rather

than challenging them to think about how they can solve problems for themselves.

- Parents receive a warm welcome when they arrive with their child. They are offered daily feedback and encouraged to share 'wow' moments from home. Staff get to know each child and their family well. This promotes continuity in children's care and learning. Additionally, staff give children small tasks to complete during the holidays and weekends, such as looking after the pre-school teddy bear at home.
- The manager and staff have developed the curriculum that they offer children to extend their development. Staff use sign language throughout the day to provide children with experiences beyond those they might have at home. Children are encouraged to use simple signs as they speak, such as 'please' and 'thank you'. Staff encourage children to learn a new sign every week which they consistently model to children.
- Staff support children with special educational needs and/or disabilities (SEND) very well. They work closely with other agencies such as health professionals to enable children to attend. Staff plan to meet each child's individual needs to help them achieve key skills for their future learning. Furthermore, additional funding is thoughtfully spent to help children make good progress. For example, a new water tray has different levels, enabling children in mobility chairs to easily access the play activities.
- Children demonstrate respect for themselves and for each other. They are polite and have good bonds with staff, who offer lots of praise and encouragement. This enables children to feel confident and self-assured.
- Children develop independence in their self-care as they follow hygiene routines. For example, they wash their hands and prepare and serve their own fruit at snack time.
- The manager and staff work well together to evaluate the effectiveness of the pre-school. Together, they reflect on practice and identify areas for further improvement. Staff say they feel well supported and enjoy working at the pre-school. The manager supports the well-qualified staff in their roles through supervision meetings. However, precise targets that focus on improving staff teaching skills are not consistently used to help staff to improve their practice overall.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff access regular safeguarding training. They show a good understanding of the signs that may indicate a child is at risk of harm. They know the procedures to follow should they have any concerns about a child's welfare. The manager has rigorous systems in place for the safe recruitment of new staff. She checks that staff are suitable to work with children. All staff hold current paediatric first-aid qualifications. This helps them to respond quickly in the event of any accidents. Daily risk assessment checks ensure the pre-school remains safe for children to play and learn.

What does the setting need to do to improve?

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

- build on children's deeper thinking and their ability to try to solve problems they encounter during activities
- enhance the supervision of staff and provide highly focused professional development that improves the quality of teaching further and secures the highest levels of achievement for all children.

Setting details

Unique reference number	EY412544
Local authority	Nottinghamshire County Council
Inspection number	10074518
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 to 4
Total number of places	30
Number of children on roll	46
Name of registered person	Killisick Pre-School Committee
Registered person unique reference number	RP522561
Telephone number	0115 8598143
Date of previous inspection	9 February 2016

Information about this early years setting

Killisick Pre-School registered in 2010. It is located in Nottingham. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6 with early years professional status, one at level 4 and five at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 8.50am until 3.35pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with SEND.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The manager took the inspector on a learning walk around the pre-school to share what the staff provide and how this assists children in their learning and development.
- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with the manager, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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