

Inspection of Great And Small Kindergarten

Rishton Road, Clayton Le Moors, Lancashire BB5 5PN

Inspection date: 14 September 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children feel extremely loved and valued by staff who constantly take their feelings into account. This instils a strong sense of safety and security. It also enables children to explore their surroundings with confidence and curiosity. Children's well-being is a high priority, and this provides them with a firm foundation on which to succeed. The well-organised environment enables children to independently access a wealth of exciting learning opportunities. These spark their imagination and creativity. They embark on learning journeys and make happy play discoveries. For example, children confidently handle natural resources. They hold shells to their ears to see if they can hear the sea.

Children know that staff have exceptionally high expectations of them, and they aspire to meet these. They beam with pride as staff affectionately offer them praise and cheer with delight when they achieve something new. This promotes very high levels of engagement, and children's behaviour is exemplary. Children are resilient and highly capable learners. They persevere at self-set challenges to develop essential skills. For example, children master their cutting skills as they trim sunflowers, despite it proving to be a challenging activity. Parents remark on the impressive progress their children have made in such a short space of time. They praise the staff for offering tremendous support during the COVID-19 pandemic. They comment how staff reduced the isolation they experienced during this time.

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

- The learning environment is organised skilfully. The resources encourage children to use their imagination. They are able to pursue their own interests with enthusiasm. For example, a seaside theme, including sea animals, encourages children to talk about their experiences away from the setting. This makes learning highly relevant and engaging for children, as they make links and build upon what they know.
- Staff expertly model a rich range of language when communicating with children. This allows children to deepen their understanding of key concepts, which are essential for learning. Staffs' skilful interactions with children successfully support and extend their learning. For example, children use language relating to quantity at snack time. They tell staff if their cup is 'empty' or 'full'. As a result, children are learning the skills necessary for their future learning in mathematics and are well prepared for starting school.
- A love of books is promoted throughout the setting. Books are strategically placed throughout the provision, and there are numerous inviting and cosy corners that promote reading of various materials, including magazines. Children are starting to recognise letters from text and know their associated sounds. As a result, children's early literacy skills are very well supported.

- Children who speak English as an additional language and their families are extremely well supported. Skilful interventions are used, such as displaying and using key words and phrases in children's first language. As a result, potential language barriers to learning are successfully overcome, and children develop a strong sense of belonging that nurtures their development.
- The manager is inspirational in her pursuit to develop an exceptionally ambitious curriculum. She and her team have an excellent understanding of the needs of the children and families that access the setting. As a result, all staff are committed to the setting's vision and are dedicated to ensuring that all children succeed.
- Staff have developed highly efficient processes for identifying and responding to any concerns regarding children's development. They have developed strong links with outside professionals and ensure that children receive additional support very early on. This means that all children make exceptional progress in relation to their starting points, including children with special educational needs and/or disabilities.
- The manager and her team are dedicated to identifying and removing barriers to learning. They are sensitive to the challenges that some families experience and put into place highly effective support to reduce the impact of deprivation. As a result, all children access equal opportunity to achieve their very best.
- Children talk about what they have had for breakfast and about their favourite healthy foods. At snack time children discuss the importance of drinking milk for strong bones and healthy teeth. Children have the confidence to try healthier options as they take sips of water. As a result, children are beginning to appreciate the benefits of leading a healthy lifestyle.
- The manager is extremely knowledgeable and develops exceptional programmes of support for all staff. She is astutely aware of staff's strengths and uses them to shape their roles. For example, the 'Nurture Facilitator' diligently fulfils her role to ensure that every opportunity is taken to promote children's well-being. This ensures that staff feel valued and their practice is consistently delivered to an exceptionally high standard.

Safeguarding

The arrangements for safeguarding are effective.

All staff are incredibly vigilant and proactive in ensuring that children's well-being is safeguarded at all times. They know children well and are able to identify when there is a change in behaviour that may indicate a cause for concern. All staff are confident in the actions to take if they are worried about a child. Staff have developed a set of safer working practices to make clear the difference between acceptable and unacceptable behaviour. This strongly supports a whistle-blowing culture. All staff access training to ensure that their safeguarding knowledge remains current.

Setting details

Unique reference number	EY562421
Local authority	Lancashire
Inspection number	10194333
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 at time of inspection	2 to 4
Total number of places	36
Number of children on roll	21
Name of registered person	Great And Small Forest Education Limited
Registered person unique reference number	RP554006
Telephone number	07890538088
Date of previous inspection	Not applicable

Information about this early years setting

Great and Small Kindergarten opened in 2018 and is based in Lancashire. The nursery is open from Monday to Friday, between the hours of 8am and 6pm, for 49 weeks of the year. The nursery employs seven members of staff. Of these, one holds qualified teacher status and one has early years teacher status. Four staff hold appropriate early years qualifications at level 5 and below. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Murray

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager completed a learning walk with the inspector and discussed their learning intentions for children.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The manager and inspector carried out a joint observation of an outdoor activity.
- The inspector spoke with parents during the inspection and took account of their views.

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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