

Clifton Moor Pre-School

Lakeside Primary School, Oakdale Road, YORK, YO30 4YL



Inspection date	3 November 2015
Previous inspection date	29 June 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the 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

- The quality of teaching across the nursery is outstanding. Practitioners provide rich, varied and imaginative experiences based on children's interests, both inside and outdoors. Consequently, all children are highly motivated, eager to explore and develop a real thirst for learning.
- The key-person system is exceptionally good. All practitioners are highly skilled and sensitive in helping children form secure emotional attachments. This means children's individual needs are always met extremely well, and their confidence and emotional well-being are effectively supported.
- Leadership is inspirational. The management are effective in their commitment to continuously improving the already outstanding setting. Practitioners demonstrate their drive towards achieving excellence in all areas.
- Safeguarding procedures are outstanding. Children's safety and safeguarding are central to everything practitioners do. Children are protected from harm as practitioners have a thorough understanding of their roles and responsibilities to report any concerns. The manager works effectively with other professionals to protect children from harm.
- Partnerships with parents are excellent. They contribute to the assessments of their children's starting points and are kept very well informed regarding their progress. This shared approach supports children's learning and development and well-being, both in their own home and in the setting.
- The highly qualified and experienced practitioners work well together, which means the organisation of the setting is excellent. The setting provides a lively, vibrant, fun and homely environment, where each child is respected and valued.

What the setting needs to do to improve further

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

- explore even further ways to deepen children's understanding of other cultures and religions.

Inspection activities

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

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager demonstrates a robust knowledge and excellent understanding of how to implement and review the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. Excellent arrangements for the recruitment, vetting, regular supervision, observations of practice and professional development lead to high levels of consistency of practice. Excellent procedures for checking the quality of practice ensure that children receive a rich and challenging range of activities. An extremely effective system for the analysis of assessment information means that children's potential learning needs are recognised and quickly met. Incisive self-evaluation accurately identifies how the setting can improve even further. For example, leaders have correctly recognised the benefits of enhancing the excellent partnerships with parents further by extending their involvement in, and understanding of, children's learning and development.

Quality of teaching, learning and assessment is outstanding

Almost all of the highly motivated and enthusiastic practitioners hold relevant childcare qualifications. They use their superior knowledge of how children learn and their expertise in teaching to provide an outstanding range of learning opportunities based on children's interests. Children are given time to think and negotiate, which helps them to explore their own ideas. Practitioners encourage children to develop an understanding of the wider world. They consistently support children's communication and language, mathematical, physical development, creativity and critical-thinking skills. Storytelling is inspirational; from the very start to the end children of all ages are engaged and participate using props and predicting the outcome. Planning and assessments are precise, sharply focused on each child's needs and effectively shared with all practitioners and parents, so every child makes rapid progress.

Personal development, behaviour and welfare are outstanding

Children enjoy close supportive relationships with the practitioners who engage in sensitive care practices, praise children and build their self-esteem. As a result, children are confident and self-motivated because their emotional well-being is very well promoted. There is an atmosphere of mutual respect and trust, where practitioners calmly communicate their expectations while providing fun and engaging activities. Therefore, children's behaviour is superb. Children have plenty of outdoor play and their good health and physical development are well promoted. Practitioners effectively support children to develop their independence and self-care skills, appropriate to their age and stage of development.

Outcomes for children are outstanding

All children make rapid progress from their starting points. Challenging experiences provide children with excellent opportunities to explore resources to develop their own ideas, persevere and concentrate. Consequently, children are highly motivated, very eager to join in and are very well supported in the next stage of their learning, including when the time comes to move on to school.

Setting details

Unique reference number	EY414383
Local authority	York
Inspection number	850022
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Clifton Moor Pre-School
Date of previous inspection	29 June 2011
Telephone number	01904691473

Clifton Moor Pre-School was registered in 2000. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45 and from 12.15 to 3.15pm, with provision for children to have lunch. The pre-school provides funded early education for two-, three- and four-year-old children.

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