

# Kelsall Pre-School And Klub

Flat Lane, Kelsall, Tarporley, Cheshire, CW6 0PU



<b>Inspection date</b>	9 November 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 management team is very well organised, with an excellent understanding of the Early Years Foundation Stage and other government requirements. They inspire their staff to constantly review their practice and instil a drive to continually improve.
- The managers carefully monitor staff's teaching and assessment. They ensure children are making maximum progress in line with their abilities. They proactively seek additional professional help to support children's well-being or learning.
- Teaching is outstanding, inspirational and exciting. Children are exceptionally well challenged. Staff develop their thinking skills at every opportunity, developing confident and inquisitive learners who enjoy investigating and experimenting. Children concentrate well, listen intently and make thoughtful contributions to discussions.
- The staff have an exemplary understanding of children's abilities and are meticulous in their planning of activities. They provide a vibrant range of activities based on their precise understanding of the next steps in each child's learning.
- Children are exceptionally well prepared for the next stage of their learning, as staff provide targeted teaching for older children. They enable all children to become independent and actively teach them about social behaviour in group situations.
- The indoor and outdoor areas provide inspirational learning environments. Children play outside whatever the weather. They develop a deep appreciation of nature, learn to manage risks and develop a very healthy attitude to exercise.
- Children learn about other people's feelings and how to manage friendships. The behaviour of all children, including those who find being in groups difficult, is very well managed. They show kindness to their friends and understanding of rules.

## What the setting needs to do to improve further

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

- enhance even further information for parents on how they can support their children's learning at home.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and her deputy. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and looked at the provider's parental survey and took account of their views.

### Inspector

Sarah Rhodes

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Children benefit from a pre-school with a strong management team. Staff are well qualified and constantly extend their knowledge through high-quality training. This has a positive effect on staff's ability to provide exemplary care and education. Staff keep excellent records of children's learning and complete detailed summaries of their progress on a regular basis. Managers regularly check written assessments to ensure they are a true reflection of children's abilities. Parent partnership is very strong and parents feel well supported and informed about their children's progress and the activities undertaken in the sessions. The manager recognises that there is scope to further enhance this. The arrangements for safeguarding are effective. Staff's suitability is regularly reviewed. The deputy manager researches safeguarding issues and leads regular training, ensuring all staff have a good understanding of what would constitute a safeguarding concern.

### **Quality of teaching, learning and assessment is outstanding**

Staff actively teach children throughout the day. They provide a rich range of activities but also realise children learn from organising and planning what they want to do for themselves. Children then review how successful their plan has been. A key strength of this group is the conversations children and staff have. Staff are experts in promoting children's confidence and curiosity. The way staff pose questions and the tone of their voice gives the impression that children and adults are on a learning journey together. Small- and large-group times are utilised in a highly effective way for targeted teaching. Children are provided with innovative activities which promote their communication and literacy skills. They enjoy using descriptive language as they mix their potions in the outside area or try to describe the mystery object in their parcel. They are confident using letter sounds and have lots of opportunities to make marks, quickly moving on to form recognisable shapes and letters. Staff use every opportunity to reinforce mathematical language. They plan activities which reinforce children's understanding of number, colour and positional language. Children understand the concept of being first, second and last.

### **Personal development, behaviour and welfare are outstanding**

Children are exceptionally confident and well settled. Routines are very clear and promote successful learning. Staff support children to find effective ways to make their feelings known and to develop empathy for others from an early age. They are active in helping children develop an excellent understanding of how to keep themselves healthy and manage risks. For example, they help children think of solutions to the risks associated with tripping hazards. Mealtimes are happy, social occasions, where children develop an understanding of a healthy diet.

### **Outcomes for children are outstanding**

All children, including disabled children and those with special educational needs, make very good progress from their starting points. They consistently demonstrate high levels of motivation and a thirst for learning. They are very well prepared for the move on to school.

## Setting details

<b>Unique reference number</b>	EY454511
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	930384
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Kelsall Pre-School And Klub Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01829759268

Kelsall Pre-School And Klub was registered in 2012, having operated as Kelsall Pre-school since 1973. It operates from the grounds of Kelsall Primary School, in Cheshire. The pre-school and out-of-school provision employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications, one at level 2, 10 at level 3 and one with Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.15pm Monday to Thursday. On Fridays, sessions are 9.15am until 11.45am, with a rising five's session from 11.45am until 3.15pm in the summer term. The out-of-school provision operates from 8am to 9am and 3.15pm to 6pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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