

## Inspection date

4 April 2016

Previous inspection date

16 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 staff and management team is very passionate about delivering highly consistent and inspirational teaching. The care, education and development of children, across all seven areas of their learning, are of the utmost importance to help children make the best possible progress.
- The management team provides exceptional support for staff. A superb focus on teaching and staff training, combined with the high expectations for staff practice, contributes to the outstanding progress children are making.
- The precise observation, assessment and sharply focused tracking, combined with the superb monitoring of children's progress, help to provide an extremely robust approach to children's continued high level of attainment.
- Partnerships with parents are excellent. Staff work exceptional well with them and regard their views as very important. Information is shared and a highly consistent approach to children's development is maintained between home and the setting and complements the learning taking place.
- Partnerships with external agencies are highly effective and help to meet children's individual needs. For those children whose starting points are lower than expected, support is quickly sought and targeted intervention contributes to the rapid rates of progress being made.
- Children's speaking and listening skills and physical and social skills are expertly promoted. This sharp focus contributes significantly to the superb progress children are making considering their starting points.
- Children are excited, enthusiastic and happy in this welcoming and vibrant setting. They make excellent decisions about what they want to do and take a very active role in their own learning.

## What the setting needs to do to improve further

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

- consider how the outdoor area at the setting can be made even more exciting and more closely matched to the Forest School experience provided for older children.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and the outdoors, including the Forest School.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the teacher.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Janet Singleton

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The management team is highly passionate and very committed to improving outcomes for children. Through robust and comprehensive processes for supervision and staff training, teaching is continually enhanced to make it even more dynamic. Staff are highly qualified and expertly promote children's development. Tracking of children's progress is exceptionally precise, clearly showing the superb progress children are making in this vibrant setting. The arrangements for safeguarding are effective. Staff have attended training and fully understand their role in protecting children at all times. Risks are robustly managed and the premises are highly secure to keep children safe. All required policies are in place, comprehensive and implemented successfully. The managers are assessing how they can improve the outdoor play experiences for younger children. Evaluation is robust and precise, setting clear plans for continuous improvement.

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

Staff use highly effective strategies to help children learn. Children are provided with a wealth of rich and varied experiences across all areas of learning. Staff make excellent use of questioning to extend children's thinking. Children excitedly play with the messy materials as they enjoy filling and pouring, and staff expertly help them to understand the concept of full and empty. Children delight in freely exploring and making decisions as they play in the building and book areas, and water play. Staff support children and use their expert knowledge to provide challenges and enhance children's learning. As a result, children are animated and enthusiastic learners. Staff introduce counting and numbers which contributes to children's use and understanding of mathematics. Parents are invited to contribute to their child's assessment and learning is shared with a focus on continuing this at home.

### Personal development, behaviour and welfare are outstanding

The sensitive support and close relationships with staff contribute to children feeling very safe and settled as they form secure attachments. Older children learn to manage risk and explore their own learning at the wonderful Forest School experience. They run down the hill, gather sticks and talk excitedly about the ducks. This helps them become aware of the natural world and has a positive effect on their well-being. Younger children explore the outdoor area as they delight in playing in the mud and on the grassy slope. Additionally, these activities contribute significantly to children's confidence and physical well-being. Independence is superbly promoted. Children learn to respect, tolerate and consider each other's feelings in their play. Children's unique backgrounds and abilities are celebrated.

### Outcomes for children are outstanding

Children are making sustained progress across all areas of their learning and development. They are active, confident learners who acquire those key skills in readiness for their move to school. They are motivated and much more willing to try new things. They are learning to concentrate and listen in readiness for their future learning. Additionally, identified gaps in children's achievement are narrowing.

## Setting details

<b>Unique reference number</b>	EY368779
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	849706
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	50
<b>Name of provider</b>	The Rocking Horse Club - Pendle Ltd
<b>Date of previous inspection</b>	16 January 2012
<b>Telephone number</b>	01282 616 130

Kidz@Williams and known as Little Stars forms part of the extended services of Walton Lane Nursery School and Children's Centre. The setting employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, six at level 3, two at level 5. Additionally, there are three support management staff, of these one holds an appropriate early years qualification at level 6 and there is a further staff member with Qualified Teacher Status. The setting opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and from 12.45pm until 3.45pm. The setting provides funded early education for two-, three- and four-year-old children

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