

Little Gems Pre-school

St. Winefrides RC Aided Primary School, Mellock Lane, Little Neston, Neston,
Merseyside, CH64 9RW



Inspection date	13 March 2018
Previous inspection date	24 April 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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 inspirational manager and her dedicated team are committed to helping children to progress to the highest achievable levels. The manager provides excellent mentoring to her highly motivated team to continually develop their knowledge and skills.
- Staff have an excellent understanding of how children learn. Teaching throughout the pre-school is truly inspirational. Staff provide children with a vast range of exciting and explorative learning experiences in this stimulating, well-resourced environment.
- The manager and staff monitor children's progress meticulously. They swiftly identify where children may need extra support or challenge. All children are eager and motivated to learn and make rapid progress from their starting points.
- Children behave exceptionally well. They readily share resources when more children join in with activities.
- Children have an excellent knowledge of the benefits of a healthy lifestyle.
- Parents are significantly valued as partners. They are fully involved in their children's learning in the pre-school and are given excellent support to continue this at home.
- Staff form exemplary relationships with the host school, contributing towards exceptional consistency in children's learning and rapid progress.

What the setting needs to do to improve further

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

- continue to build on children's already excellent understanding of how things work.

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 carried out a joint observation with the pre-school manager
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the pre-school manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records and she discussed the pre-school's self-evaluation document with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are vigilant about children's safety and they have an expert knowledge of child protection. Robust recruitment procedures are in place to check staff are suitable to work with children. The manager constantly monitors the quality of teaching and children's progress and she supports staff to enhance their professional skills. Staff deployment is excellent. The leadership team rigorously evaluates the provision, actively seeking the views of parents, staff and children to enhance the already outstanding provision and create detailed development plans.

Quality of teaching, learning and assessment is outstanding

The dynamic, well-qualified staff team uses their wealth of experience to support all children to reach their full potential. They plan exciting activities that capture children's attention and are now considering how to build on their awareness of how things work. Children are highly motivated to explore and they show real enthusiasm for learning. Staff use their excellent teaching skills to extend children's learning. They use thought-provoking questions to explore children's understanding, saying, 'How can we get this big potato into the small bag?'. Children draw on their own experiences of what they know, have seen or been told. Children learn to listen to others and develop their thinking skills. Two children discuss for some time how they can best move the 'heavy new vegetable' to the other side of the room to show their friends. Eventually, they find a basket and work out if they lift it together they can transport the butternut squash easily. Staff are skilled in adapting activities to target the next steps of those taking part. For example, during a mathematics activity, some children learn to make chalk marks to determine which peas are flicked the furthest. Other children are keen to learn how to use a ruler. Children use their excellent language skills exceedingly well. They tell stories about their favourite characters using a wide range of comparative language.

Personal development, behaviour and welfare are outstanding

Children arrive enthusiastically, ready to play and learn. They show exceptional respect, consideration and thoughtfulness to their friends. The key-person system is superbly strong. Staff ensure that each child gets expertly tailored care. Children demonstrate their excellent physical skills as they run, hop, skip and jump. Children show maturity and confidence in being assertive in appropriate situations. For example, while waiting for their turn to wash their hands children say, 'It's my turn' when someone tries to take their place. Children take pride in sharing their knowledge and achievements with others.

Outcomes for children are outstanding

Children thrive in this inspirational and inclusive environment. All children make exceptional progress in their learning and they are extremely well prepared for the next stages in their education. Children develop superb levels of confidence in directing their own learning. For instance, they extend their pretend play using their own ideas. Children develop an excellent awareness of diversity in people.

Setting details

Unique reference number	EY295341
Local authority	Cheshire West and Chester
Inspection number	1087951
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	40
Name of registered person	Joanne Honora Smith
Registered person unique reference number	RP906323
Date of previous inspection	24 April 2014
Telephone number	07789 990098

Little Gems Pre-school registered in 2004. Seven staff work directly with the children, six of whom have an appropriate early years qualification at level 3 to level 6. The pre-school receives support from the local authority.

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