

# Stampers Preschool

Stamfordham First School, Stamfordham, NEWCASTLE, NE18 0NA



<b>Inspection date</b>	22 June 2017
Previous inspection date	18 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are a real strength. There are highly successful strategies to support parents with a range of issues. Parents are very complimentary about the level of care and learning their children receive and the quality of the information shared.
- Partnerships with other professionals are fully in place to support children who have special educational needs and/or disabilities. This collaborative working helps to ensure children's emotional well-being and learning needs are very well supported.
- Staff make good use of the systems to help monitor the progress children make. Observations, assessments and tracking of children's progress are accurate and focus on children's development.
- Children arrive confidently, ready for a fun day of play and learning. Good relationships with key persons help foster children's sense of self and effectively support their emotional development. Outcomes for all children are good.

### It is not yet outstanding because:

- The programme for the professional development of all staff does not focus robustly on raising the quality of teaching to a consistent outstanding level.
- Occasionally, some group activities for the younger children are not successful in engaging all children fully so that they are highly challenged and motivated to maximise their learning potential.

## What the setting needs to do to improve further

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

- build on the programme of continuous professional development so that the quality of teaching constantly improves to an outstanding level to help children make the best progress possible.
- review and adapt the organisation of group activities for the younger children so that they are highly effective to help children remain fully focused and engaged with the learning taking place.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and assessed the quality of teaching and the impact on children's progress. The inspector spoke to staff and children throughout the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of adults within the pre-school.
- The inspector spoke to parents throughout the inspection and took account of their comments.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is very passionate and has high expectations of staff and children. She leads a team that is well qualified and has a range of experiences working within early years. Overall all staff, including those who are training, are supported through supervision sessions and further training. The manager completes a self-evaluation process and implements detailed improvement plans. Staff, parents and children are encouraged to share their thoughts and feelings about the provision. This information is used to set goals to work towards. Safeguarding is effective. Staff have a good understanding of what they need to do if they have concerns about a child's welfare or development. The pre-school is very well maintained and staff implement risk assessments to help keep children safe.

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

Overall, staff help children develop their knowledge, skills and confidence to achieve well. Children take the lead in their learning and play. They select which activities they want to use. Staff use their interactions with children to help extend their discovery and learning. Outside, there is much laughter as children enjoy their time in the mud kitchen making various 'cakes' and 'drinks' while others investigate the speed of balls moving down a tube. Boys experiment with making marks as they mix the paint and then paint the wall. Staff are attentive to children's needs. They understand when and how to encourage children to develop their own play while adding additional props to extend their learning. Staff help children to explore and encourage them to explain their activities, developing their language skills.

### Personal development, behaviour and welfare are good

Children, parents and visitors receive a very warm welcome when they arrive at the nursery. Staff promote an inclusive environment where all children are valued as unique individuals. Children's good health and physical development are fostered very well. Many of the children enjoy being outdoors, exploring the stimulating environment. Children become independent in managing aspects of their personal care routines. Snack and mealtimes are sociable occasions where children enjoy eating nutritious foods. Staff are very good role models which has an increased benefit in children displaying good behaviour. Children's confidence and self-esteem are well promoted, including through consistent praise and positive encouragement.

### Outcomes for children are good

Children who are not reaching age-appropriate levels of development on entry are provided with targeted support to help close the gaps. Children are supported to build a secure foundation for their learning. Children develop their skills in sharing and learn how to manage their thoughts and feelings. They begin to learn new skills that will help them succeed in future learning at school.

## Setting details

<b>Unique reference number</b>	EY367890
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1088043
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Stampers Pre-School Committee
<b>Registered person unique reference number</b>	RP910810
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	01661 855000

Stampers Preschool registered in 2008. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including two with early years professional status or qualified teacher status. The pre-school opens Monday to Friday during term time. Sessions are from 7.45am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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