

<b>Inspection date</b>	4 November 2015
Previous inspection date	7 March 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

- Teaching is outstanding. Children's natural curiosity and exploratory instincts are very well fostered because their surroundings supply endlessly fascinating challenges. Children develop a strong impulse to learn and exceptional skills for their future.
- Staff make regular accurate assessments of what children know and can do. Activities are carefully planned. These focus precisely on children's interests and rapidly build their skills and knowledge.
- The manager is committed to providing high-quality care and inspirational learning for children. She is highly motivated and staff work exceptionally well together, creating a secure, safe and excellent learning environment. Self-evaluation processes actively contribute to sustaining the highly effective provision.
- Staff work exceptionally well with parents and are very successful in engaging them in their children's learning. Parents are highly complimentary about the service provided. They value the excellent advice, feedback and support they receive. They comment how much their children enjoy attending.
- Staff develop exceptionally strong and positive relationships with children. This promotes an excellent sense of security and emotional well-being, so children form highly positive attachments and show great motivation in their learning.
- Children's behaviour is outstanding. Staff are exceptionally consistent in their routines, management of behaviour and in their demonstration at all times of courtesy and consideration for the feelings of others. Children copy this behaviour and behave exceptionally well at all times.
- Children's management of their own safety is impressive. They are skilled at measuring the risks for themselves and others to make sure they stay safe.

## What the setting needs to do to improve further

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

- explore professional development opportunities to sustain excellence in practice and teaching skills.

### 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 provider. 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 took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

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

Robust recruitment arrangements are in place. The induction and probationary periods give leaders time to assess the skills of new staff. Ongoing supervisions and appraisals identify staff's professional development needs. Safeguarding is highly effective as staff prioritise children's safety and know how to respond to any concerns about their welfare. The manager astutely identifies the impact of teaching on children's care, learning and development and priorities for improvement. This has led to identifying further staff training to help enhance and continuously build upon children's already excellent physical development. This commitment to ongoing training will ensure that the pre-school is able to sustain excellence. The pre-school forms very successful links with local schools to support children's future move.

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

The well-qualified staff have an excellent knowledge of how children learn and provide rich, varied and imaginative experiences that engage and motivate them. Staff have high expectations and their skilled questioning encourages children to investigate for themselves. Children are inspired to achieve by the enabling approach of all staff. Children spend almost all their time choosing, creating and doing their own activities. This contributes strongly to the development of excellent communication, teamwork and problem-solving skills. The exceptional level of challenge provided by the adventurous and highly stimulating environment enables children to explore and extend their own capabilities. This helps to empower children to try new experiences. Children express huge satisfaction when they manage to transfer water using the wheelbarrow. They clearly find this an enjoyable yet demanding activity. The teaching of early reading and writing skills is highly effective. For example, children copy words to use in the kitchen and make marks using sticks. Children sequence and record their stories and are eager to share them with visitors and friends. Early mathematical skills are weaved seamlessly through children's play, for example, through counting leaves, comparing lengths of rope or finding shapes they recognise in the world around them.

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

Staff use their considerable expertise to teach children safe behaviours. Children recognise and identify the possible dangers outdoors. This strongly contributes to children's very good skills in assessing and managing the risks they want to take. For example, children know that they must take care climbing when the logs are wet and slippery. Regardless of the weather conditions, children dress appropriately and venture eagerly outside. Here, children have excellent opportunities to gain first-hand experiences of life and growth, along with endless opportunities for creativity, imagination and physical development.

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

All children make outstanding progress given their starting points. Children with disabilities and those with special educational needs are extremely well supported by a range of professionals. Children's self-assurance prepares them extremely well for the next stage of their education.

## Setting details

<b>Unique reference number</b>	EY433460
<b>Local authority</b>	York
<b>Inspection number</b>	850225
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Hilary Menna Godfrey
<b>Date of previous inspection</b>	7 March 2012
<b>Telephone number</b>	07976 008953

Quackers was registered in 2011. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including six with Early Years Professional status or Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm, with the exception of Thursday, which is a carers and toddlers drop-in session. The pre-school provides funded early education for two-, three- and four-year-old children.

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