

North Duffield Under Fives

The Sports Pavilion, York Road, SELBY, North Yorkshire, YO8 5RJ



Inspection date

Previous inspection date

16 January 2015

8 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff know children well and use their knowledge and good observations to deliver an educational programme to meet their individual needs. As a result, children are engaged and enthusiastic learners.
- Effective partnerships with parents and a well-embedded key-person system, help children to form secure emotional attachments. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school.
- Effective self-evaluation means that the staff continually improve the good service for children and their families.
- Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. As a result of this, children are safeguarded well at the pre-school.
- Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities.
- Children's good health is supported because snacks are varied and nutritious and there are opportunities throughout the day where children are encouraged to engage in physical activity. As a result, children develop an understanding the importance of physical exercise and a healthy diet.

It is not yet outstanding because:

- the strategies used to improve teaching are not yet fully effective in sharing and developing best practice throughout the preschool.
- Opportunities for older children in the pre-school to develop their literacy and numeracy skills are not fully developed, as there are fewer resources to promote the regular and purposeful use of numbers, signs and symbols.

What the setting needs to do to improve further

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

- move teaching in the pre-school from good to outstanding, for example, by giving staff opportunities to observe each other's work and to discuss and share best practice
- enhance literacy and numeracy skills, for example, by adding additional resources, such as environmental print to further promote older children's recognition and understanding of numbers, signs and symbols in different locations and circumstances.

Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in preschool room.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff provide a good range of activities to promote children's learning and development. They follow children's individual needs and interests to plan a balance of adult-led and child-initiated activities. For example, children have fun learning the concepts of colour as they mix paints. Staff complete regular observations and assessments on the children to recognise their achievements and identify their next steps in learning. Children's communication and language development is supported efficiently as staff engage in constant discussion and model language during their activities. However, older children's growing literacy and numeracy skills are not as effectively supported, as there are fewer resources to promote the regular and purposeful use of numbers, signs and symbols. The environment enables children to initiate their own play as they select their own resources. Children show good control and coordination as they move confidently in the outdoor area and handle resources effectively. Overall, children effectively develop the key skills they need for the next steps in their learning.

The contribution of the early years provision to the well-being of children is good

Children are very settled and happy. They arrive eager and immediately immerse themselves in play. Children's own work and photographs are displayed around the preschool, to ensure they have a sense of belonging and feel self-assured. Staff supervise children well, while enabling them to explore and manage risks. On entry settling-in visits are arranged and planned depending on children's individual needs. Parents spoken to at the time of inspection comment that staff are very supportive and communication is good. There are good hygiene practices in place and children are encouraged to be independent in their self-care. Children are provided with constant praise and encouragement, which enhances their self-esteem and effectively develops their personal, social and emotional skills.

The effectiveness of the leadership and management of the early years provision is good

The experienced and qualified staff team have a secure knowledge and understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. As a result children's health, safety and learning are being effectively promoted. A range of comprehensive policies and procedures provide a clear focus on children's welfare. Risk assessments are carried out to identify any risks and ensure the environment, resources and equipment are safe. The manager holds regular supervisions with all staff, and staff are actively encouraged to attend training courses to further enhance their already good knowledge, skills and understanding. However, the team has further capacity to reflect and improve on its already good teaching by giving staff opportunities to observe each other's work and to discuss and share best practice. Staff develop positive relationships with parents and this means they feel valued and welcome in the preschool.

Setting details

Unique reference number	EY231566
Local authority	North Yorkshire
Inspection number	869944
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	24
Name of provider	North Duffield Under Fives Committee
Date of previous inspection	8 October 2009
Telephone number	07518 103950

North Duffield Under Fives was registered in 2002, and is on the Early Years Register. It operates from the sports pavilion in North Duffield, a village on the outskirts of Selby in North Yorkshire. The pre-school serves the local area and is accessible to all children. Children are cared for in one room and have access to an enclosed outdoor play area. The preschool opens Monday to Friday during term time and operates from 9.15am to 12.15pm on a Monday and 9.15am to 3.15pm Tuesday to Friday. Children attend for a variety of sessions. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one member of staff holds a level 2 qualification, and the pre-school manager holds Early Years Professional Status. There are currently 24 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

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