

Northstead Community Pre-School

Givendale Road, SCARBOROUGH, North Yorkshire, YO12 6LG



Inspection date

Previous inspection date

26 January 2015

28 September 2009

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|--|-------------------------|-------------|----------|
| 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

- The quality of teaching is good and helps children make rapid progress in their learning. Staff make the most of every opportunity to promote children's learning and development through fun, developmentally-appropriate activities. As a result, children are engaged and enthusiastic learners.
- Effective partnerships are in place. Regular exchanges between staff and parents have a positive effect on offering a continuity of care to meet children's needs. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school.
- A caring and sensitive staff team provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- 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 pre-school.
- 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 two joint observations with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the pre-school 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 and the children's learning journey profiles.
- The inspector took account of the views of parents and carers spoken to on the day of the 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

Staff work closely with parents when children first start at the pre-school, to find out what children can do. This enables them to plan a range of activities that meet children's needs and follow their interests from their first visit. Staff complete regular observations and assessments on the children to recognise their achievements and identify their next steps in learning. Systems are in place for tracking the children's progress, which ensures that gaps in their learning are identified and addressed quickly. Children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities. In addition, there are good opportunities for the children to develop their early writing skills as they experiment with a variety of different materials, such as paint, glue sticks and pencils. However, older children's early reading skills are not as effectively supported, as there are fewer resources to promote the regular and purposeful use of words, signs and symbols.

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

Staff have developed positive relationships with children and there is a good key-person system in place, which ensures children form secure attachments. This enables them to meet their individual needs. For example, they recognise if children feel unsettled when they arrive and they gently encourage them to join in the activities. Staff act as positive role models, promoting the use of good manners, and children are praised when they do well. As a result, children are confident and self-motivated because they feel supported. Younger children are happy to attend and enjoy socialising with the older children. They sit alongside them during meal times and join them during activities, such as chasing bubbles in the outdoor area. Children who speak English as an additional language receive timely interventions, because staff can identify any support they may require. Consequently, all children are enthusiastic to learn and make good progress.

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

Managers and staff have a very clear understanding of their roles and responsibilities for child protection. As a result of this, children are safeguarded well at the pre-school. An effective range of written policies and procedures are implemented successfully to ensure the children are well protected, therefore, providing a safe and secure setting to keep children protected. The qualified and experienced staff team demonstrate a secure knowledge and understanding of the Early Years Foundation Stage. Supervisions ensure staff are valued and supported. This leads to the provision of good-quality care and education, which helps children to make effective progress in their learning and development. 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.

Setting details

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| Unique reference number | EY340794 |
| Local authority | North Yorkshire |
| Inspection number | 862881 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 47 |
| Name of provider | Northstead Community Pre-School Committee |
| Date of previous inspection | 28 September 2009 |
| Telephone number | 01723 370 930 |

Northstead Community Pre-School is managed by a voluntary management committee and was registered in 2006. It is situated in Northstead Methodist Church Hall on the north side of Scarborough. It opens Monday to Friday during term time and operates from 9am until 3.15pm on Mondays, Tuesdays, Wednesdays and Fridays. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager who holds Qualified Teacher Status. The pre-school provides funded early education for two-, three- and four-year-old children.

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