

Rillington Pre-School Playgroup

Scarborough Road, Rillington, Malton, North Yorkshire, YO17 8LH



Inspection date

Previous inspection date

8 May 2015

17 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The staff are well qualified and skilled, therefore, the quality of teaching is outstanding. Children are provided with a wealth of stimulating activities, both indoors and outdoors. As a result, they are enthusiastic and motivated in their learning.
- Staff highly appreciate and value each child as an individual. They build very strong, nurturing relationships with them. As a result, children's emotional well-being is very well met. Children are developing independence and their behaviour is exceptional.
- Parents are actively involved with their child's learning. Staff foster strong and meaningful partnerships with parents and other professionals. The excellent, two-way communication helps to promote continuity in care and learning.
- The leadership team have a very sharp insight into the strengths and areas to improve, as they evaluate all aspects of practice regularly and comprehensively. They have identified highly accurate goals for development, such as developing links with the wide variety of schools, which some of the children are moving on to this year.
- Children with special educational needs and/or disabilities are exceptionally well supported. The pre-school works closely with other professionals and outside agencies, to ensure that children's needs are quickly identified and exceptionally well met.
- Leaders and staff have excellent knowledge about their responsibility to safeguard children. They clearly demonstrate their understanding of what to do, should they have any concerns about a child's welfare.

What the setting needs to do to improve further

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

- enhance the already good information and communication technology (ICT) provision, to provide more adaptable resources, so that children can use this to further develop their own ideas, be creative and make links between different areas of their learning.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector looked at samples of children's records and planning, policies and procedures for safeguarding children and a range of other documentation.
- The inspector spoke to staff and children throughout the inspection, and held meetings with the manager and chairperson of the committee.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written comments.

Inspector

Estella Champion

Inspection findings

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

Staff make comprehensive assessments and plans, which provide exceptional coverage of all areas of learning. The key-person system is very effective. As a result, children's individual development needs and learning styles are fully understood. Staff provide children with the opportunity to plan and extend their own learning, and give them time to develop their play. Staff adapt their teaching through the questions they ask, which focus on extending children's learning and interests. They give children time to think and respond to questions, and encourage children to describe how they might solve a problem. The good ICT could be further enhanced, to provide even more scope for children to be creative and solve problems in this area of the curriculum.

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

Children receive superb, sensitive support when they arrive at the pre-school. Settling-in procedures are adapted to suit the individual needs of children, and their parents or carer. Detailed information is exchanged, which begins the meaningful, two-way dialogue that supports children throughout their time at the setting. All children have access to a well-resourced outdoor play area, where they engage in activities which support their physical development. Children also have the opportunity to grow their own vegetables and make their own snacks, which helps them gain an understanding of healthy lifestyles. Staff have a first-class working partnership with other early years professionals and outside agencies. For instance, the manager has taken a lead role in working with the local schools, to provide 'starting school' information packs. Consequently, children are supported to become emotionally ready for the next stage in their learning.

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

The manager and staff strive to provide excellence. The committee are very supportive and take an active role in the management of the pre-school. They are extremely confident and competent in their roles and understand their responsibilities. Children's progress is closely monitored and assessment is rigorous. Good progress is made by all children, based on their starting points. The progress of children with special educational needs and/or disabilities is rapid. The leadership team continually strive to make improvements and monitor the effectiveness of their practice. For example, they have devised ways to monitor the impact of the Early Years Pupil Premium money, which they have recently started to receive. Professional supervision and the monitoring of staff performance, lead to a high level of consistency in practice. Staff training is sharply focused and has a direct impact on improving outcomes for the children who attend. For example, staff have detailed training to support the communication and language needs of children who have special educational needs and/or disabilities.

Setting details

Unique reference number	400252
Local authority	North Yorkshire
Inspection number	868839
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	42
Name of provider	Rillington Pre-School Playgroup Committee
Date of previous inspection	17 February 2011
Telephone number	07704289080

Rillington Pre-school Playgroup was registered in 1973. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one member of staff has Early Years Professional status. The setting opens Monday to Wednesday, 9am until 12noon and Thursday and Friday, 9am until 3pm, during term time. The setting provides funded early education for two-, three- and four-year-old children.

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