

Holgate Pre-School

Holgate Methodist Church, Acomb Road, York, North Yorkshire, YO24 4AE



Inspection date

15 June 2015

Previous inspection date

29 March 2011

| 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 are skilled at extending children's learning during play. As a result, children make good progress and are enthusiastic, active learners.
- Staff help children develop a good understanding of literacy and numeracy concepts through their play and daily activities. Consequently, children develop the key skills they need for their eventual move to school.
- Children are happy, confident and independent, both in and out of the setting. This is because staff build strong, positive relationships with their key children which help them to feel safe.
- There are effective partnerships in place with parents and other professionals who are involved with children. Consequently, children benefit from continuity of care and receive further support from appropriate interventions, such as speech and language therapy.
- The manager and staff team have a secure understanding of the safeguarding and welfare requirements. They are confident to identify, record and report concerns about children's welfare, which helps to keep them safe and protected from harm.

It is not yet outstanding because:

- Staff do not always collect information in regard to what children already know and can do upon entry. As a result, valuable information about children's prior learning is not used consistently to contribute to assessments or plans for their progress.
- The manager does not complete evaluations of staff's practice. As a result, staff do not always have the opportunity to reflect on the quality of their teaching during their supervision.

What the setting needs to do to improve further

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

- collect information about what children already know and can do upon entry, in order for this to contribute to assessments and plans for their progress
- enhance the existing supervision of staff, so it provides opportunities for them to reflect on the impact of their practice for children.

Inspection activities

- The inspector observed experiences for children in both the indoor and outdoor learning environments.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection.
- The inspector checked the evidence of suitability and qualifications of committee members and staff working with children.
- The inspector looked at policies and procedures, children's learning journals and assessment documentation.
- The inspector conducted a joint observation with the manager and checked the self-evaluation evidence.
- The inspector spoke to a number of parents/carers on the day and their views were taken into account.

Inspector

Michelle Lorains

Inspection findings

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

The quality of teaching is consistently good, both in and out of the setting. For example, indoors, children are encouraged to choose where they would like to play. They develop physical skills and express themselves creatively using paint, acorns and a range of different brushes and colours. Children use small dinosaur figures and a 'volcano' to play imaginatively. Staff ask older children open questions to help them explore their areas of interest. This helps to develop their understanding of the world and literacy skills, as they use books to search and retrieve information. Key persons complete regular assessments of children's progress, including the progress check when children are aged between two and three years. The information is shared with parents, which helps them to extend learning at home. However, parents are not offered the opportunity to contribute to assessments of children's starting points. Therefore, staff do not always include information about children's prior skills and achievements in plans for their progress.

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

Children are well cared for in the pre-school. They benefit from robust procedures which help them settle in and build social relationships with others. Staff are very good role models for children and communicate well with each other. They manage behaviour positively and encourage children to have good manners. This contributes to the calm, welcoming atmosphere which parents describe as 'home from home'. Children benefit from adventurous and exciting trips out of the setting. They delight in exploring the woodland in the park and develop an awareness of safety as they toast marshmallows on a small, supervised fire. Children learn about good hygiene and staff are sensitive when helping children to begin managing their personal needs, such as toilet training. This has a positive impact on children's emotional well-being and they learn about what contributes to a healthy lifestyle.

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

The manager and staff team demonstrate commitment and drive to provide high standards of care for children. For example, they have regular team meetings to discuss the self-evaluation and reflect on the provision. Consequently, improvements are made which help staff to meet the needs of the families who attend. However, the manager does not provide staff with opportunities to reflect on the impact of their teaching. As a result, the focus for improvement is mainly based on the environment and resources, rather than optimising teaching to promote even greater learning for children. The manager regularly talks to staff about the progress children make and they use tracking forms to ensure the seven areas of learning are covered in depth. This helps to identify any areas of development for children, staff and in the environment. Staff and students benefit from support from the manager. They are encouraged to attend training to develop their skills to work with children, such as first aid, and have achieved, or are working towards obtaining, relevant childcare qualifications.

Setting details

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| Unique reference number | 321496 |
| Local authority | York |
| Inspection number | 855335 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 37 |
| Name of provider | Holgate Pre-School Committee |
| Date of previous inspection | 29 March 2011 |
| Telephone number | 07957101801 |

Holgate Pre-School was registered in 1992. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including two with foundation degrees and one with Qualified Teacher Status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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