

Skidby Pre-School

Skidby C of E Primary School, Main Street, Skidby, COTTINGHAM, North Humberside, HU16 5TX



Inspection date	16 June 2015
Previous inspection date	23 May 2012

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 consistently good. Staff effectively use their knowledge of children's achievements to support their learning. Consequently, all children are making good progress.
- Staff have secure knowledge and understanding of how to safeguard children. Staff are very aware of risks in the environment and minimise them swiftly to ensure children's safety is maintained. Staff know, and can identify, signs and symptoms of abuse and speak confidently about the action they would take if they were concerned about a child's welfare.
- Children's emotional well-being is successfully promoted because the key person works closely with parents to ensure that all children's needs are met. Furthermore, children are safe, secure and happy in the setting.
- Staff provide children with a learning environment that children find interesting and motivating. As a result, they are active and inquisitive learners.
- The manager has developed strong links with the host school and staff work cooperatively with them throughout the year. As a result, children are emotionally well prepared as they move on to school.

It is not yet outstanding because:

- Sometimes, children's expressive art and design skills are not fully extended. This is because they are not always encouraged to find their own way of doing things and choose from a range of child-accessible resources.
- Opportunities to further develop children's independence, during play and care routines are sometimes missed.

What the setting needs to do to improve further

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

- organise activities and resources more effectively so that children can help themselves to the resources they want and fully extend their expressive art and design skills
- maximise opportunities to further enhance children's independence and sense of responsibility during their play and activities.

Inspection activities

- The inspector observed children's activities in the main playroom and in the outside areas.
- The inspector spoke with the children and staff at appropriate times throughout the inspection.
- The inspector observed children's activities and evaluated an activity with the manager.
- The inspector looked at a range of documentation including children's learning files, and evidence of the suitability and qualifications of staff working with the children.
- The inspector evaluated an activity with the manager and held a meeting with the manager and nursery practitioner.
- The inspector took account of the views of parents spoken to on the day provided through written feedback.

Inspector

Jill Roberts

Inspection findings

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

Staff plan a wide range of activities and experiences for children. They join the host school's early years class on visits, most recently to a local aquarium. Staff plan short, focussed activities, such as phonics singing sessions, which children really enjoy. Consequently, children are developing their early literacy skills, in a fun and interactive way. However, some activities do not fully extend children's expressive art and design skills. For example, children are given pre-cut materials to glue and stick onto their father's day cards. Staff show children where to put their hand print. This is instead of children using their imagination, design skills and developing their abilities with tools, such as scissors. Relationships with parents are excellent. Parents know how well their children are progressing. This is because staff keep them well informed and provide them with regular opportunities to look at, and add their comments to children's development files.

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

Staff create a stimulating environment that offers children a wide range of activities and resources that challenge them. Children are physically active in the outdoor area as they roll, pedal and scoot across the large playground. They have a variety of wheeled vehicles to choose from, which they are learning to share and take turns with others. Children are confident as they move freely between the indoor and outdoor areas making independent choices. Children are motivated and take responsibility as they set the table and serve their own fruit at snack time. They are interested and listen carefully as staff talk about the plants that are growing in the garden. Children are keen and eager to water the plants but adults do not take this opportunity to further promote children's independence and physical skills. Consequently, adults fill up the watering cans, the gardening session is over quickly and children lose interest.

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

The manager has good knowledge and understanding of the Early Years Foundation Stage. She ensures that staff are kept up to date with early years practice through local authority training and weekly meetings in the setting. As a result, staff are well qualified and fully supported in their roles. Staff act quickly and sensitively if they are worried about any aspect of a child's development. Because relationships are well established, staff are confident in approaching parents with any concerns that they may have. This joint working helps to ensure that advice and support for families and their children is readily available if needed. Parents say that staff listen to them and to their children and that their views are valued. The manager evaluates practice alongside her staff and they know what their priorities are. Recent developments, particularly in the way in which the outdoor area is organised, resourced and managed, have had a significant impact on practice. Children now have more time to become fully engaged in their play and learning outdoors, such as growing fruit and vegetables and during imaginative play in the new mud kitchen.

Setting details

Unique reference number	EY435590
Local authority	East Riding of Yorkshire
Inspection number	853664
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	25
Name of provider	Hilary Jane Bratton
Date of previous inspection	23 May 2012
Telephone number	01482 476 674

Skidby Pre-School was registered in 2011. It is privately owned and operates within the primary school in the village of Skidby. The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday. Sessions are from 9am until 3.30pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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