

# Leven Pre-School

Leven Sports Hall, North Street, Leven, East Riding of Yorkshire, HU17 5NF



## Inspection date

2 July 2015

## Previous inspection date

4 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are excellent. Staff meticulously share children's progress and activities they have been involved in, so that parents have opportunities to continue their children's learning at home.
- Safeguarding practice is strong. Recruitment and vetting is thorough and all staff have a good understanding of their responsibilities to protect children from harm. Risks are effectively managed and staff know to whom they should refer any concerns about a child's welfare.
- Staff support children's development in communication and language very well through conversation and good questioning techniques. As a result, children become confident communicators.
- Staff skilfully support children to understand their own emotions and how others may be feeling. This means children learn about empathy and become kind and caring individuals.
- Children with special educational needs and/or disabilities are supported well through targeted activities and close partnership working with parents and outside professionals.
- Links with the local school are very good. Teachers from the school welcome visits from the pre-school staff and children. This helps children become familiar with the environment, and as a result, they look forward to moving on to the next stage in their learning.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to enhance the learning of more-able children during some planned activities.
- Staff are not yet making best use of opportunities in the outdoor area to further support children's early mathematical skills.

## What the setting needs to do to improve further

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

- maximise opportunities for more-able children to further their knowledge during some planned activities, so that they make even better progress in their development
- enhance opportunities for children to see and use numbers in context in the outdoor area, to support their early understanding of mathematics even more robustly.

### Inspection activities

- The inspector toured the premises and observed children and staff in the playroom and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager. The inspector also spoke to a member of the management committee.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector undertook a joint observation with the manager.

### Inspector

Diane Turner

## 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 good. Staff are well qualified and carefully observe children to find out what their interests and preferred learning styles are. They meticulously track children's development and plan for the next steps in their learning. Consequently, children make good progress and are well prepared to move on to school. Staff provide an environment that supports children to become independent learners. They provide soil, sand and water outdoors, which children mix and shape into pretend pancakes. This promotes children's creativity. Children have good opportunities to work as part of a group. They enjoy playing musical instruments together and sharing their news. Children readily join in with craft activities, such as making a pretend bee. However, staff sometimes miss opportunities to extend the learning of more-able children during such activities. For example, they do not always provide reference books on the topic, to help children find out how real bees live. In addition, there are fewer opportunities for children to observe and use numbers in context in the outdoor area. For example, staff do not provide many numbered items children can use for ordering and counting. Staff have identified this as an area for improvement but have yet to address this fully, to further enrich children's learning.

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

Staff provide a welcoming environment for children. They encourage children to take on responsibility by taking turns to be the helper of the day. Staff acknowledge children's achievements with praise. This means children develop high levels of confidence and self-esteem. Children thoroughly enjoy staff's interaction in their play. They laugh and giggle as staff lead them on a hunt to find a pretend bear. This shows children have formed secure emotional relationships with staff. Children have good opportunities to be active and take part in outdoor physical activities. They learn to coordinate their movements as they ride wheeled toys, dig in sand and mix soil and water together. Children are provided with healthy food at snack time and learn about keeping safe in the sun. This contributes significantly to keeping children healthy.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She successfully monitors the overall progress of all children, to ensure any gaps in their learning are addressed promptly. The manager is a good leader, motivator and mentor for the staff team. For example, she conducts regular supervision sessions with them. This enables staff to reflect on the quality of their teaching. All staff are well qualified and committed to attending further training to develop their practice. This significantly enhances the learning experiences for children. Evaluation of the service includes the views of staff, parents and children. It identifies what is working well and where improvements can be made. Parents' and carers' comments about the service are highly complimentary, which shows they have faith and trust in the pre-school.

## Setting details

<b>Unique reference number</b>	314671
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	868252
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Leven Playgroup Committee
<b>Date of previous inspection</b>	4 May 2011
<b>Telephone number</b>	01964 503748

Leven Pre-School was registered in 1992. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds level 5 and one holds level 4. The pre-school operates Monday to Thursday from 8.15am to 4pm, and Friday from 8.15am to 3.45pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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