

Signhills Pre-School and Hardys Den



Signhill School Site, Hardys Road, Cleethorpes, North East Lincolnshire, DN35 0DN

Inspection date 9 July 2015
Previous inspection date 30 January 2009

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 children are exceptionally well prepared for the next stage in their learning. This is because staff provide a variety of strategies to support children as they move on to school.
- The quality of teaching is consistently good and sometimes outstanding. Consequently, all children make good progress in their learning, including those who speak English as an additional language or have special educational needs and/or disabilities.
- Children are settled and happy in their environment. This is because staff, both in the out-of-school club and pre-school, are kind and caring.
- The outdoor environment is extremely well planned. It provides children with a range of resources to promote and extend all areas of learning. As a result, children are motivated and engaged when they play in this area.
- Staff understand how to promote the safeguarding of children and what to do in the event of concern about a child in their care. This helps to safeguard children from actual and potential harm.

It is not yet outstanding because:

- Staff do not always create a calm atmosphere for learning.

What the setting needs to do to improve further

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

- provide an environment that consistently enables children to concentrate on their learning.

Inspection activities

- The inspector observed activities in the main room and the outside play area of the pre-school. The inspector also observed activities in the main room of the out-of-school club.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and deputy manager of the provision as well as members of the committee.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- 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 to safeguard children's welfare.

Inspector

Samantha Hoyes

Inspection findings

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

Staff in both the pre-school and the out-of-school club provide consistently good teaching. They plan and provide a range of activities to support all children and have high expectations of the children in their care. Staff use strategies, such as a book sharing system to develop children's understanding of literacy. Consequently, children develop very good literacy skills. Children make very good progress in their mathematical development. This is because staff build mathematics into everyday routines. Children learn about the world around them. They grow their own fruit and vegetables and excitedly take these home to share with their parents. Links with the wider community further enhance learning as, for example, children buy stamps and post their own letters. Partnerships with parents are good. Staff gather information about children's starting points and regularly share information about children's learning. Parents are actively encouraged to take part in assessing their child's progress. They share their observations of children's achievements at home.

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

Children behave very well. Staff provide clear boundaries and use appropriate praise to encourage and support children. Signs and pictures around the room encourage children to learn to express how they are feeling. Children register themselves and put on their name badges. This ensures children have a strong sense of belonging. Staff encourage children to cover their mouths as they cough and to wipe their own noses. Consequently, children develop skills in maintaining their own health. They choose from healthy options at snack time and chat with staff about where their snack comes from. In the out of school club, children help to prepare their own healthy snacks. This encourages children to be independent. Children further develop their independence as they select from the range of resources on offer to develop their play. Children learn to manage risks. They can balance on tyres and planks, and delight as they take risks balancing on the large inflatable exercise ball. However, children are not always fully able to concentrate on their learning because the room is sometimes too noisy for them to focus on their activities.

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

Leaders, managers and the committee have a good understanding of their roles and responsibilities. Risk assessments, policies, procedures and fire drills all contribute to the safety and well-being of children. Thorough induction processes are in place. Training has a positive impact on the quality of teaching. Supervisions and appraisals further guide staff in delivering good quality provision. The monitoring of educational programmes is thorough. This ensures that all children make very good progress in their learning. Self-evaluation is in place and helps to identify areas for improvement. Links with other providers children attend are good. Staff regularly share information about children's learning through communication books. This ensures children continue to make progress and build on their good learning experiences.

Setting details

Unique reference number	EY271766
Local authority	North East Lincolnshire
Inspection number	860799
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	48
Number of children on roll	138
Name of provider	Cleethorpes Childcare
Date of previous inspection	30 January 2009
Telephone number	01472694266

Signhills Pre-School and Hardys Den registered in 2003. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. The out-of-school club opens all year round for breakfast club, 7.45am until 9am and after school from 3.30pm until 6pm. During the school holidays the out-of-school club is open from 8am until 6pm.

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