

Gargrave Pre-School

Neville Road, Gargrave, North Yorkshire, BD23 3RE



Inspection date

14 July 2015

Previous inspection date

7 September 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The registered body has failed to notify Ofsted of a change to the members of the committee in order for the necessary checks to be undertaken.
- Children's next steps for learning are not always considered when planning activities. Consequently, activities do not always challenge children and ensure that they make the best possible progress.
- The quality of teaching is variable. Practitioners are kind and enthusiastic. However, children's thinking is not always extended and children are frequently given insufficient time to respond to questions.
- Leaders and managers of the setting do not consistently focus supervision and performance management on raising the quality of teaching.
- The pre-school environment and activities do not fully reflect or celebrate the cultures and backgrounds of the local and wider community very effectively.

It has the following strengths

- Children are happy, settled and confident in their play. They move around the indoor and outdoor environment freely and access a good range of resources.
- Children are very well prepared for their transition to school. Strong links exist between the pre-school and the local primary schools.
- Children are very secure with staff and readily seek them out for support as they enjoy the company of the adults as they play.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained about the next steps in children's learning to plan challenging activities that take account of their interests, so that every child makes at least good progress across all areas of learning.

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

- implement effective supervision arrangements so that individual staff members are well supported and have targeted action plans to improve the quality of teaching and practice
- develop the provision of activities and experiences that provide children with opportunities to explore the cultures, religions and backgrounds of those in the local and wider community.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes to the name, date of birth, address and telephone number of the registered provider (compulsory part of the Childcare Register)
- inform Ofsted of changes to the name, date of birth, address and telephone number of the registered provider (voluntary part of the Childcare Register)

Inspection activities

- The inspector observed activities in the main playroom and in both outdoor areas.
- The inspector observed teaching practice and completed a joint observation with the pre-school manager.
- The inspector viewed parents' feedback forms and questionnaires, and held short discussions with an existing parent and a childminder.
- The inspector held meetings with the manager, and spoke to children and staff at appropriate times throughout the inspection.
- The inspector viewed samples of documentation, including evidence of staff qualifications, action plans, policies and procedures, and risk assessments.

Inspector

Eleanor Thompson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a broad range of resources and activities to promote children's development across the seven areas of learning. However, opportunities to support children's understanding of cultures, disability and the wider community are less well planned for. Children are working within their expected age bands and those with special educational needs are supported through appropriate intervention. Staff make regular assessments of children's progress, however they do not always accurately use these assessments alongside the interests of children, to ensure that their next steps are well supported. Activities are not always successfully matched to the children's individual learning needs as they are too adult-led. The quality of teaching is variable. For example, children are not always given time to respond to questions and their thinking is not regularly challenged. Parents are invited to contribute to their child's learning and share information.

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

Children are welcomed enthusiastically and enter the provision positively, continuing to play happily and with confidence throughout the day. The improvements made to the outdoor areas and free-flow provision ensure that children access a range of good activities and are able to make choices about their play. Additionally, children are able to develop their physical skills in the outdoor area. Systems and strategies for transition in to and out of the setting are good, ensuring that children's emotional needs are well supported. Strong links have been made with other schools, as well as with other professionals. Children's independence skills and self-help skills are well supported. For example, children are encouraged to help prepare healthy snacks, wash their hands and manage their clothing when going in and outdoors. Parents comment upon the positive changes that have been implemented by staff and praise the care and emotional support provided for their children. Staff understand what action to take to keep children safe in the pre-school and protect them from harm.

The effectiveness of the leadership and management of the early years provision requires improvement

At the inspection, it was found that the provider had failed to notify Ofsted of a change in committee members. The committee members do not however, have regular contact with children and therefore the impact on children's safety is low. The manager and committee demonstrate a commitment to improvement which is evident through thorough self-evaluation and action planning. Regular team meetings allow for some reflection, feedback and support. The manager ensures that practitioners access relevant training. She works alongside her team and observes and supports practitioners on a daily basis. However, a lack of focused performance management and supervision arrangements hinder the improvement of individual practice. As a result, there is an insufficient focus on improving the quality of teaching.

Setting details

Unique reference number	400455
Local authority	North Yorkshire
Inspection number	847870
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	42
Name of provider	Gargrave Pre-School Committee
Date of previous inspection	7 September 2010
Telephone number	01756748377

Gargrave Pre-School opened in 1975. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at a level 3 and one at level 2. The pre-school opens term time, with morning sessions from 8.45am until 11.45am and afternoon sessions from 12.15pm until 3.15pm. The pre-school has a lunch time session from 11.45am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who have special educational needs and/or disabilities.

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