

# Hemingbrough Pre-School

Hemingbrough Village Institute, Garthends Lane, Hemingbrough, SELBY, North  
Yorkshire, YO8 6QW



## Inspection date

Previous inspection date

11 September 2015

23 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff know children well and use their knowledge and observations and assessments to deliver an educational programme to meet their individual needs. This helps children to be engaged and enthusiastic learners.
- Staff have developed good links with the local primary school. Staff support children's moves on to school with visits to and from the school as part of the yearly cycle. This helps to create a consistent and complementary approach to children's learning.
- Children form secure attachments with the staff which helps them to feel emotionally secure. Frequent praise and encouragement as they play effectively promotes their confidence and self-esteem.
- Partnerships with external agencies are well established and make a strong contribution to meeting children's needs.
- Staff are encouraged to further their professional development as they receive regular supervision and training opportunities. This has a positive impact on children's progression as staff update their skills, knowledge and understanding.

### It is not yet outstanding because:

- Staff do not gain detailed information from all parents about their children's learning at home so that a more consistent approach can be established.
- Parents are not regularly asked to contribute to the pre-school's evaluation of practice so they can give their ideas for future development.

## What the setting needs to do to improve further

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

- maximise the opportunities for all parents to share what they know about their children's learning at home, so an even more effective shared approach to children's learning and development is promoted
- include the views of parents more effectively in the pre-school's evaluation process.

### Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at records of children's learning and development and a range of documentation, including policies, accident and attendance records.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector took into account the views of parents and carers.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have attended training and fully understand their roles and responsibilities, and the procedures to follow should they have any concerns. This effectively contributes towards keeping children safe at the pre-school. The manager is involved in the daily practice of the pre-school and is successful in supporting and motivating staff. Management, staff and children contribute to regular reviews to evaluate the pre-school which identify strengths and areas to develop. However, parents' views are not regularly sought to contribute to identifying areas for further development.

### Quality of teaching, learning and assessment is good

Well-qualified staff know the children well. The staff's good quality teaching skills, together with the interesting activities, enhance children's learning through their play. Staff keep parents well informed about their child's daily activities. However, parents are not consistently encouraged to contribute observations of their children's learning at home. This means that staff are not consistently obtaining an all-round view of children's interests and achievements. Young children's communication and language development is effectively promoted. Children have opportunities during the day to take part in activities, which help them to begin to understand technology.

### Personal development, behaviour and welfare are good

Staff are friendly and help all children to feel included, which helps to support children's emotional well-being. On entry, settling-in visits are arranged and are flexible, depending on children's individual needs. Parents spoken to on the day of inspection were complimentary about the care their children receive. Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities. Children's physical development is promoted well and children benefit from fresh air and daily exercise. Staff discuss and provide a range of healthy snacks to further promote children's understanding of a healthy lifestyle. Children have access to a wide variety of interesting resources both indoors and outdoors. They are confident, highly motivated and enjoy exploring their environment. Staff deploy themselves well throughout the rooms and outdoors. They make considerable effort to ensure that all children are engaged in play and feel supported. Children develop good independence and self-care skills during daily activities. This helps children to acquire the skills that they will need in readiness for school.

### Outcomes for children are good

All children make good progress. Children join in with stories and songs, learn to count, and talk about colours and size. These opportunities help children to develop early literacy and mathematical skills. The manager works closely with staff to monitor the progress children make. This helps to promptly close any gaps in children's development and supports them to make good progress in their learning, in preparation for school.

## Setting details

<b>Unique reference number</b>	400250
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	855379
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Hemingbrough Pre-School Committee
<b>Date of previous inspection</b>	23 November 2010
<b>Telephone number</b>	07754 171412

Hemingbrough Pre-School was registered in 1973. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The pre-school opens term time only from Monday to Friday. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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