

# Alne Pre-School Playgroup

Alne Primary School, Main Street, Alne, YORK, YO61 1RT



## Inspection date

7 December 2015

Previous inspection date

18 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Since the last inspection, staff and managers have worked tirelessly to raise standards to the highest levels. They are ambitious and continually drive improvement by evaluating the effectiveness of their practice against outcomes for children.
- Teaching is outstanding. Staff provide an inspiring range of learning experiences that enthuse and challenge children. Their interactions are first-rate and support children to develop key skills rapidly, in preparation for future learning.
- Children's welfare and happiness are given the utmost priority. Staff are caring and responsive to children's needs. This helps children to feel emotionally secure and ready to explore and learn.
- Children have a wealth of exciting resources available to them in both the indoor and outdoor environment. They use resources imaginatively as they follow their own interests and make decisions about their play.
- Partnerships with parents are exemplary. Staff exchange extensive information with them to support children's learning, both at home and in the setting. This promotes a collaborative approach to children's learning.
- Excellent links with the host school and other settings ensure that transitions are seamless. Staff use excellent communication systems to exchange information with other settings that children attend. This promotes continuity of children's care and learning superbly.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about different cultures and customs.

### Inspection activities

- The inspector observed activities and spoke to children and staff.
- The inspector looked at children's records, evidence of the suitability of staff and a sample of documentation, including policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation form and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The setting is led by a well-qualified and dedicated manager, who has an uncompromising drive to maintain the highest standards. Staff are very well trained and supervised. They engage in innovative professional development activities. This means that they are well equipped to deliver first-class learning experiences that support children to make rapid progress. The manager uses meticulous tracking systems to monitor and review children's progress. This helps her to target gaps in children's learning and evaluate the overall effectiveness of planned interventions. The arrangements for safeguarding are effective. Recruitment procedures are robust and ensure that staff are thoroughly checked and vetted. Staff are trained well in child protection procedures and know how to report concerns about children's welfare. The premises are secure and safety is given the highest priority.

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

Accurate observation and thorough assessment procedures help staff to plan precisely for children's next steps. Staff gather detailed information from parents to personalise children's learning experiences. Children are highly motivated learners who demonstrate a strong willingness to explore and try new things. They handle tools safely as they are provided with equipment to wrap presents. Staff use this activity superbly to promote children's mathematical skills. For example, staff encourage children to estimate and then measure the amount of paper they need. Children concentrate intently and solve problems as they work out how to cover the boxes. Children eagerly write and record numbers for a variety of different purposes. They are very confident communicators and are supported exceptionally well to express their feelings and ideas. Children play with rescue vehicles and become fully absorbed in imaginative play as staff expertly support them to act out narratives.

### Personal development, behaviour and welfare are outstanding

Children are exceptionally self-assured and have a wealth of opportunities to be independent. For example, children prepare the equipment needed for snack by completing a checklist. They serve themselves and tidy away afterwards. This helps them to take responsibility and supports them to develop self-help skills. Children behave exceedingly well and show respect for others. They exercise outdoors as they carefully manoeuvre wheeled toys around tyres in the garden. Children grow different vegetables and learn about healthy eating practices through discussion. This helps to positively promote their good health. Children learn about people and communities through a wide range of activities and resources. However, staff are considering providing even more opportunities for children to learn about different cultures and family customs.

### Outcomes for children are outstanding

Children make excellent progress in relation to their starting points. They develop thinking skills as staff skilfully ask thought-provoking questions. Children develop excellent social skills and show high levels of confidence in new situations. This helps to prepare them very well for future learning and later moves to school.

## Setting details

<b>Unique reference number</b>	EY460779
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1028644
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 9
<b>Total number of places</b>	24
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Alne Pre-School Playgroup
<b>Date of previous inspection</b>	18 September 2013
<b>Telephone number</b>	01347830011

Alne Pre-School Playgroup was registered in 2013. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

