

Sheriff Hutton Pre School Playgroup

Sheriff Hutton Primary School, West End, Sheriff Hutton, YORK, YO60 6SH



Inspection date

1 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 interact well with children, talking to them purposefully throughout their play and modelling language. This helps to successfully develop children's communication and language skills.
- Children's emotional well-being is effectively promoted. They play and learn in a welcoming and friendly environment. Children show independence and confidence in the pre-school.
- Staff have developed good links with the adjoining primary school and work in partnership with teachers. This helps to ensure children are well prepared for the future move on to the next stage in their learning.
- Staff manage children's behaviour effectively and regularly praise them. This helps to develop children's confidence and self-esteem.
- The manager and staff use self-evaluation to identify strengths and areas for future development. This shows a good commitment to continuous improvement.

It is not yet outstanding because:

- On occasions children are not always given enough opportunities to develop their imagination during activities.
- Staff do not always give parents and carers examples of how to support children's learning at home, to help children make even better progress in their learning and development.
- The pre-school does not provide sufficient opportunities which raise children's awareness of similarities and differences.

What the setting needs to do to improve further

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

- enhance opportunities for children to further support their growing imagination during activities
- provide even more information for all parents about how they can support their children's learning at home
- raise children's awareness of diversity so they are more able to understand, respect and value differences.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during 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.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Well-qualified staff are encouraged to further their professional development. Effective arrangements for staff supervision are in place. Staff participate in regular team meetings and attend relevant training courses. These opportunities help to support the good progress that children make. The manager is involved in the daily practice of the pre-school and successfully supports and motivates staff. The arrangements for safeguarding are effective. Staff are fully aware of their responsibilities and know the procedures to follow if they have any concerns. This is further supported as staff implement a range of written policies, procedures and risk assessments to help to ensure children are safe and secure at all times. Staff are deployed well within the pre-school and ratios are consistently met.

Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their learning to recognise their achievements and to plan effectively for their continued progress. They follow and extend children's individual needs and interests and support their future learning well. The manager monitors the educational programmes and uses effective systems to track children's ongoing progress. This information is used to ensure children are progressing well and any gaps in their learning are quickly identified and addressed. Staff contribute towards children's mathematical skills as they use a range of mathematical language during their play. For example, staff regularly count with the children and discuss sizes and shapes during everyday activities. Children enjoy playing with small world and role-play toys. Staff make good use of challenging questioning to encourage children to be active learners who think critically as they play.

Personal development, behaviour and welfare are good

The pre-school is small in size and staff know all children extremely well. Children form secure attachments and develop positive relationships with staff and their peers. Staff effectively promote children's personal and social skills, for example, they teach children about sharing and taking turns. Children thoroughly enjoy playing in the outdoor area. This helps to ensure they are physically active and are learning to take appropriate risks. Staff gather a good range of information from parents when children first start. This helps to effectively support them in their move from home. Staff encourage children to follow good hygiene procedures by reminding them to wash their hands before eating. They talk about and provide the children with a good range of freshly prepared, nutritious meals and snacks. This contributes significantly to keeping them healthy.

Outcomes for children are good

All children are progressing well. Older children confidently add their own names to their pictures and are learning that print carries meaning. They show motivation as they participate in group story time, which promotes their personal, social and emotional development. Children communicate well, confidently share their ideas and listen well to others. Children enjoy learning and are well prepared with the skills they need for starting school.

Setting details

Unique reference number	EY479195
Local authority	North Yorkshire
Inspection number	983670
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	17
Number of children on roll	17
Name of provider	Sheriff Hutton Pre School Playgroup Committee
Date of previous inspection	Not applicable
Telephone number	07717799646

Sheriff Hutton Pre School Playgroup was registered in 1992 and re-registered in 2014 when it moved premises. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens on Monday, Tuesday, Wednesday and Friday, term time only. 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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