

Creykes Preschool

RAWCLIFFE Village Hall, Station Road, Goole, DN14 8QR



Inspection date

9 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leadership is effective. Staff work well together as a team and provide for children's individual needs, including disabled children and those with special educational needs.
- Effective deployment of staff and a well established key-person system helps children to form strong, secure and emotional attachments. This helps them to be emotionally ready for their future learning.
- Staff are good role models and manage children's behaviour effectively. They are calm and praise children appropriately throughout the session. Children readily go to staff for support when necessary.
- Staff have good relationships with parents. They encourage parents' involvement in the pre-school and keep them well informed about their children's care and learning. Parents speak highly of staff, the activities and the progress their children make.
- Staff promote children's communication and language skills. They engage children in conversations and encourage them to listen to each other. This also helps children to form friendships, share and take turns.

It is not yet outstanding because:

- The monitoring of staff performance is not yet fully embedded to ensure the highest quality of teaching during all activities.
- Staff do not always ensure that whole-group activities fully support the needs of all children and extend their learning.

What the setting needs to do to improve further

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

- extend performance management and monitoring systems further to strengthen and enhance good practice and raise the quality of teaching to the highest level
- provide even more support for children's individual learning and progress during group activities.

Inspection activities

- The inspector observed the quality of teaching during activities in the main playroom, and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and talked to the chair of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of the leadership and management is good

The manager is passionate and committed to providing good quality care and education for children. She is supported well by the small staff team, the members of which are all experienced and well qualified. Arrangements for safeguarding are effective. All staff have completed suitability checks and good measures are in place to monitor children's attendance. Staff have a secure knowledge of the possible signs of abuse and the action they need to take if they have a concern about a child's welfare. Staff check the premises for hazards daily and take swift action to minimise risks. Varied strategies are used to engage parents in their children's learning, both at the pre-school and at home. Staff talk to parents on a daily basis about their children's day and achievements and also share valuable information in a daily diary. This helps parents to be fully involved and informed. Ongoing self-evaluation by staff who demonstrate an ambitious vision, means the pre-school continues to develop their provision.

Quality of teaching, learning and assessment is good

Staff gather information from parents when children first start, in order to support children effectively and to help ensure they settle quickly. Staff are skilful in following children's interests. They get to know children well through regular observations and accurate assessments of what they can do. They effectively use this information to plan activities that are tailored to children's individual interests. This contributes to the good progress children make. Children are enthusiastic and motivated as they experience an exciting mix of adult-led activities and free play. They enjoy free access to a wide range of toys and resources. Children are imaginative and creative. They mould and shape play dough and pretend to make chocolate in the home corner. Staff encourage them to think of and follow their own ideas and use effective questioning to build on what children already know.

Personal development, behaviour and welfare are good

Staff have introduced new noticeboards which enable children to display their artwork around the pre-school. This helps to promote a strong sense of belonging and helps to boost children's self-esteem. Children are familiar with the daily routines which helps to support their emotional well-being. Staff encourage children to be independent and responsible from an early age. They join in tidying toys away when instructed by staff and help to move their plates and cups following their snack. Children follow good hygiene routines and staff offer them a broad range of healthy options at snack times, encouraging children to make positive food choices.

Outcomes for children are good

All children make good progress from their individual starting points. They are progressing well within the expected range of development for their age. Links with local schools mean that children are emotionally well supported when they move on to school. Children enjoy making choices about their play and follow their own interests. They are confident individuals, who make friends and gain the skills and aptitudes necessary to support their future learning.

Setting details

Unique reference number	EY477794
Local authority	East Riding of Yorkshire
Inspection number	977857
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	24
Number of children on roll	28
Name of provider	Creykes Preschool Ltd
Date of previous inspection	Not applicable
Telephone number	07708178947

Creykes Preschool was registered in 2014. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Wednesday, term time only. Sessions are from 9.15am to 3pm. The pre-school also offers a daily breakfast club from 7.30am to 9am and an after-school club from 3.30pm to 6pm. The pre-school supports disabled children and those with special educational needs. The pre-school provides funded early education for two-, three- and four-year-old children.

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