

Ulceby Pre-School Playgroup

St Nicholas School, Church Lane, Ulceby, North Lincs, DN39 6TB



Inspection date

10 May 2016

Previous inspection date

17 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The manager and committee have made good progress since the last inspection and have successfully addressed the actions raised. This includes the completion of necessary checks to determine the suitability of all committee members to be childcare providers. The action raised to record information about those with parental responsibility has also been addressed.
- Practitioners meet the needs of children with special educational needs or disability effectively. Additional support is put in place quickly when required to ensure children make consistent progress from their starting points.
- The quality of teaching is good. Children are happy, content and consistently engaged in purposeful play. They relish the outdoors and enjoy playing with a good range of resources that supports their physical skills.
- Children behave well. Practitioners are good role models and children listen to their clear and consistent guidance. Children are cooperative and use good manners.

It is not yet outstanding because:

- Some activities are not planned meticulously enough to build very precisely on individual children's next steps for learning. As a result, during these activities, children are not challenged to make the very best progress they can.
- Opportunities for professional development are not fully focused on extending practitioner's teaching skills, in order to increase the potential to achieve excellent outcomes for all children.

What the setting needs to do to improve further

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

- plan more precisely for individual children's next steps in learning, in order to help them improve on the good progress they typically make
- place a stronger emphasis on developing teaching skills that increase the potential to achieve excellent outcomes for every child.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and provider. He looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of practitioners working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The manager and practitioners work closely with other partners to improve their provision. They reflect on their practice to help them make ongoing improvements to the pre-school. Practitioners observe their colleagues' teaching and discuss areas for future development. This helps to maintain the good standards achieved since the last inspection. The management team uses information about what children are achieving to monitor their progress effectively. They scrutinise how well individuals and groups of children are doing and act swiftly to close gaps in learning. Safeguarding is effective. Practitioners know the procedures to follow if they have concerns about a child's welfare and how to keep them safe from harm.

Quality of teaching, learning and assessment is good

Practitioners are clear about their roles and work closely together as a team. They provide a balance of child-led and adult-led activities, extend children's learning skilfully and challenge them to do their best. All practitioners give a high priority to children's language development during indoor and outdoor play. Consequently, children speak with confidence and are building a wide vocabulary. The learning environment provided captures children's interest and encourages their enthusiasm for learning. They become increasingly confident and independent learners as they explore and investigate. Parents report positively on the impact teaching has on their children's progress. They note that children enjoy their time at the pre-school and take part in a wide range of activities. Practitioners give parents good support to continue guiding their children's learning at home.

Personal development, behaviour and welfare are good

Practitioners create a warm and stimulating environment where routines are well managed. Children are happy, receive good care and settle quickly, showing their eagerness to learn. A well-established key-person system helps children develop warm and secure attachments to practitioners, promoting their well-being, independence and readiness to learn. Mealtimes are organised well so children can relax and socialise while they eat home-cooked, nutritious food. Children follow good routines that help them learn about keeping healthy. For example, they know they must wash their hands after using the toilet and before eating. Practitioners maintain good links with local schools, which helps them to prepare children effectively for when the time comes to move on. Children learn about their local community. Practitioners take them on outings in the local area and involve them in celebrating the festivals of different faiths and cultures.

Outcomes for children are good

All children are supported to make good progress from their starting points. They benefit from a wide variety of learning opportunities and enjoy their time in the pre-school. They make good progress in developing their early reading and writing skills and show very good attitudes towards learning. Children are well prepared for their eventual move on to school.

Setting details

Unique reference number	205723
Local authority	North Lincolnshire
Inspection number	1035366
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	46
Name of provider	Ulceby Pre-School & Wrap Around Care Committee
Date of previous inspection	17 December 2015
Telephone number	01469 588861

Ulceby Pre-School Playgroup was registered in 1997. The pre-school employs six childcare practitioners. Of these, two hold appropriate early years qualifications at level 2 and four at level 3. The pre-school is open Monday to Friday all year round. Sessions are from 8am until 6pm.

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