

Gargrave Pre-School

Neville Road, Gargrave, North Yorkshire, BD23 3RE



Inspection date

28 June 2016

Previous inspection date

14 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 supervisor, staff and committee have worked hard to make the required improvements since the last inspection. Robust leadership and management processes are in place at all levels. This ensures roles and responsibilities are clear, progress is monitored and practice challenged to safeguard children and secure improvement.
- Leaders and staff have accessed a wide range of training and support from the local authority and a nearby outstanding setting. This has greatly helped to improve the quality of teaching and learning; staff now provide learning and development opportunities that follow children's interests and motivate them to learn.
- The support for children with special educational needs and disabilities is exemplary. Staff work sensitively and closely with parents, involving other professionals and services as required. This ensures families and staff swiftly get the guidance and interventions they need to support children to make the best possible progress.
- Children are learning how to share, take turns and develop relationships in readiness for school. Good use is made of resources and the local community to help children learn about one another, different cultures and the wider world; for example, dining at the local Indian restaurant, visiting the library and shops and going for walks.

It is not yet outstanding because:

- Staff do not currently use discussions with parents to establish what children know, understand and can do when they start. In addition, checks staff make on children's progress are, on occasion, not entirely accurate.
- Some staff do not use questioning as effectively as others to challenge children's thinking or promote children's mathematical development as well as other areas of learning.

What the setting needs to do to improve further

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

- continue to develop the systems to check and monitor children's progress to ensure these are accurate and used effectively to maximise the outcomes children achieve
- embed processes for monitoring and challenging the quality of teaching to secure even greater improvements, paying particular attention to how staff question and challenge children and support their mathematical development.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the nominated person from the committee and the pre-school leader.
- The inspector carried out a joint observation with the pre-school leader.
- The inspector took account of the views of parents spoken with on the day of 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.

Inspector

Rachael Flesher HMI

Inspection findings

Effectiveness of the leadership and management is good

Robust self-evaluation ensures a wide range of views are used to make positive changes. Support from an outstanding nursery has greatly improved practice across the staff team. In addition, the leader has recently introduced peer observations to monitor the quality of teaching. This is beginning to secure further improvements. A new process for tracking children's progress is also strengthening the accuracy of checks staff make and helping to identify any gaps in their learning. Safeguarding is effective. Staff have regular opportunities to discuss any concerns they may have about children and access a wide range of training and updates. Robust recruitment processes are in place and leaders check that staff remain suitable to work with children.

Quality of teaching, learning and assessment is good

Parents have regular opportunities to discuss their child's progress, including the required check at aged two, and state they are well-informed. The staff team meet regularly to share what they know about the children. Next steps are carefully planned, and the environment and resources reviewed. This ensures all children are being supported to make good progress. Staff play alongside children and encourage them to explore and investigate; for examples as they hunt for insects and worms in the garden. Staff use this opportunity to question and extend children's learning. They encourage them to measure the worm and record the result, promoting mathematics and writing for boys particularly well. However, although the quality of teaching is strong overall, inconsistencies remain.

Personal development, behaviour and welfare are good

Staff take time to get to know the children and their families well, helping children settle in. Good use is made of small group times, and throughout the day, to support children to develop their social skills. Great importance is placed on children learning good manners and acceptable behaviour. Staff have high expectations of what children can do for themselves, providing lots of praise and encouragement. Even the youngest children confidently go to get their wellies, wash their hands, and serve themselves at snack time. Children turn to staff to celebrate their achievements and to help them resolve any disagreements. Staff prepare all children well for their move to school by visiting the school next door, having uniforms to dress up in and providing talking books.

Outcomes for children are good

Children greatly benefit from lots of opportunities to play and learn outdoors. They are learning how to grow herbs and fruit and understand the strawberries need to turn red before they can eat them. Children practice their bat and ball skills following a recent sports day and take turns to climb into giant tyres, pulling themselves out with great strength and skill. Branches collected from the field are used to make a den which boys particularly enjoy. Children are confident to select resources to extend their play and learning. Older children explore and compare sizes of different containers, fitting one inside the other. Younger children independently make shakers. Available resources encourage children to practice their writing as they play and older children skilfully write their name on things they have made. All children are making good progress.

Setting details

Unique reference number	400455
Local authority	North Yorkshire
Inspection number	1031720
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 - 4
Total number of places	21
Number of children on roll	37
Name of registered person	Gargrave Pre-School Committee
Registered person unique reference number	RP908425
Date of previous inspection	14 July 2015
Telephone number	01756748377

Gargrave Pre-School opened in 1975. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at a level 3 and one at level 2. The pre-school opens term time only, 8.45am until 11.45am and 12.15pm until 3.15pm. A lunch time session is also provided from 11.45am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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