

Leconfield Pre-School

Leconfield School, Arram Road, Leconfield, East Riding of Yorkshire, HU17 7NP



Inspection date

5 July 2016

Previous inspection date

15 January 2016

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

- Staff promote older children's communication and language development very well. They model effective speaking and listening skills and encourage children to do the same. Staff ask a good range of questions to support children's critical-thinking skills and imagination as they play. This helps children make good progress in their learning.
- Partnerships with parents are good. This makes a strong contribution to meeting children's needs.
- Children enjoy choosing their own resources. They are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities.
- Staff are good role models and give clear guidance to children about what is acceptable behaviour. They offer meaningful praise throughout children's play, which helps them to feel valued and recognise their own achievements.
- The manager and staff team have addressed all recommendations and actions from their previous inspection. They show a strong desire to continue to improve.

It is not yet outstanding because:

- Staff do not fully analyse the information they collate on children's achievements sharply enough to be sure that different groups are making equally rapid progress
- Partnerships with all other settings that children attend are not fully established, to ensure that information about children's learning is consistently shared and promotes a complementary approach to the support they receive.

What the setting needs to do to improve further

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

- enhance the monitoring of groups of children and accelerate all children's progress in all areas of learning
- build on existing partnerships with other early years settings children attend and further support and complement their learning and development.

Inspection activities

- The inspector viewed all areas of the premises used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and the impact this has on the setting.

Inspector
Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The manager has reflected on the pre-school's practice. She has taken into account the views of children, parents and the adjoining school to help her identify her strengths and areas for future development. An established system of supervisions and staff meetings ensures staff are valued and supported. This approach helps to identify further training needs to extend children's learning. The arrangements for safeguarding are effective. Staff fully understand their role and responsibilities and the procedures to follow should they have any concerns about a child in their care. Staff assess risks in the pre-school. They implement a range of policies and procedures to help them maintain a safe and secure environment for children. Staff have established very good links with the adjoining school. This helps to prepare children emotionally for when they move on to their next phase in learning.

Quality of teaching, learning and assessment is good

The well-qualified staff team uses observations of children and knowledge of their interests to plan activities and experiences. Overall, the manager checks and monitors the accuracy and consistency of staff's assessments. This helps to effectively support children's good progress. Staff regularly share information regarding children's achievements and assessments with parents. This supports them to be involved in their children's learning at home. Staff gather information from parents when children start and use this information to help them to plan appropriate activities from the start. Children demonstrate increasing awareness of simple mathematical concepts. For example, they confidently count how many children are present with the support of staff. Staff take opportunities to extend older children's knowledge of size, shape and measure. For example, as they make models from junk materials. Staff engage children in early literacy skills and they encourage them to look at books and to listen to stories.

Personal development, behaviour and welfare are good

Parents praise the care their children receive. They appreciate the small size of the pre-school and the close bond their children develop with staff. Children's well-being and physical development are promoted successfully. They enjoy healthy snacks and regularly take part in physical activities. For example, children dance to popular nursery rhymes. Staff use lunchtime positively to help children understand about healthy lifestyles. Children sit together in groups and talk with their peers, which helps teach them how to behave in social situations. Children gain a good knowledge and understanding of diversity and enjoy a range of activities, discussions and resources.

Outcomes for children are good

All children make good progress in their learning. Children form strong attachments to staff. They develop good communication and language skills and are confident during their play and interactions. Children enjoy learning through play and they eagerly explore the available resources. They work confidently in small groups and take turns and cooperate. Children are motivated learners and develop the key skills needed to be prepared for school.

Setting details

Unique reference number	314670
Local authority	East Riding of Yorkshire
Inspection number	1036720
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	32
Number of children on roll	27
Name of registered person	Leconfield Pre-School Committee
Registered person unique reference number	RP904008
Date of previous inspection	15 January 2016
Telephone number	01964551061

Leconfield Pre-School was registered in 1972. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and there are some afternoon sessions from 12.45pm to 3.45pm. The pre-school also offer a lunchtime session on various days depending on demand from parents. The pre-school provides funded early education for two-, three- and four-year-old children.

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