

Smart Start Pre-School

Kids Club Cabin, North Ferriby C of E School, Church Road, NORTH FERRIBY, North Humberside, HU14 3BZ



Inspection date

Previous inspection date

6 October 2016

27 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 use a range of techniques, including some sign language, to effectively promote young children's communication and language skills. This contributes towards children making good progress in their learning and development.
- Children are confident and their emotional well-being is well supported. There is an effective key-person system in place and staff work closely with children. This helps them to receive the necessary support for their individual needs.
- Children are happy and settled in the pre-school. They enjoy their time there and behave well both inside and outdoors.
- Children are closely supervised and staff assess all risks for inside, outdoors and outings. This contributes towards promoting children's overall safety.
- Children's progress is recorded using an online system, which is regularly shared with parents. This helps to keep parents informed of their child's progress and offers further ideas for them to continue to support their child's learning at home.

It is not yet outstanding because:

- Staff do not take every opportunity to fully build links with other settings that children attend, in order to help secure continuity in children's progress.
- Staff do not always ensure parents contribute detailed information to the initial assessments of children's starting points on entry, in order to obtain a complete picture of children's learning and development.

What the setting needs to do to improve further

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

- build on existing partnerships with other early years settings children currently attend to further support and complement children's learning and development
- seek more detailed information from parents about children's learning and development abilities on entry, in order to inform more precise initial planning.

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 checked evidence of suitability and qualifications of staff working with children and discussed the self-evaluation and the impact this has on the pre-school.
- The inspector carried out a joint observation with the manager.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of their roles and responsibilities to protect children and use effective methods to minimise any potential hazards. For example, they implement and follow a very good range of policies and procedures. Regular supervision and annual appraisals identify staff's training needs and monitor their suitability effectively. This helps to ensure that a quality workforce is maintained and that the pre-school offers an effective service to children and their families. Recruitment procedures are robust and ensure that staff are suitable for their roles. The staff team is well qualified. The manager and staff team have a good understanding of reflecting on the service that is offered and take action to improve learning outcomes for children. Staff value parents' ideas and suggestions. The recommendation made at the last inspection has been successfully addressed, which indicates a capacity to improve.

Quality of teaching, learning and assessment is good

Staff successfully observe children in their play and make accurate assessments of their learning. They use this information effectively to track children's progress and to plan what they need to learn next. The manager monitors children's development to ensure all groups of children are making at least expected progress. Parents spoken to and their written comments indicate that they value the support they get to meet their child's ongoing and changing needs. Staff know when to intervene in children's play in order to skilfully extend their learning. For example, staff help children's imagination skills as they support them to make models from junk materials. Children have opportunities during the day to take part in activities which help them to begin to understand technology. For example, they independently use tablets.

Personal development, behaviour and welfare are good

A welcoming and stimulating environment is presented to all children, parents and visitors. Resources and activities are presented attractively to encourage children to explore independently. Social skills and manners are enhanced well because staff teach children to respect others and acknowledge their help. For example, children are reminded to say please and thank you during snack time and are regularly praised. Staff help children to extend their independence skills and physical abilities. For example, children are supported to put on their own coats and shoes for outdoor play. Outside, children thoroughly enjoy exercising in the fresh air, gaining good control with their large muscle skills as they climb and run. Children's good health is supported because snacks are nutritious and children help to grow different vegetables, which they regularly add to their snack time menu.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. Those who receive additional funding are making good progress and have targeted support, in order for them to achieve progress in line with their abilities. Children are independent, motivated learners who acquire the skills and confidence in preparation for starting school.

Setting details

Unique reference number	EY437611
Local authority	East Riding of Yorkshire
Inspection number	1059965
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 - 4
Total number of places	24
Number of children on roll	33
Name of registered person	Denise Brannigan
Registered person unique reference number	RP516123
Date of previous inspection	27 November 2012
Telephone number	07547177749

Smart Start Pre-School was registered in 2011. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including the manager, who has qualified teacher status. The pre-school opens on Monday from 8.55am to 11.55am, and on Tuesday, Wednesday, Thursday and Friday from 8.55am to 3.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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