

Orchard Park Pre-School

Badger Paddock, Huntington, York, North Yorkshire, YO31 9EH



Inspection date

3 November 2016

Previous inspection date

25 January 2013

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

- Teaching is consistently strong. Staff skilfully interact with children to engage them in purposeful learning experiences. They focus well on promoting language and social skills, which help to provide children with the foundations for future learning.
- Staff expertly work with children to help them to overcome challenges and solve problems independently. One example of this is when staff question children to help them to establish why the water is not coming out of the end of a tube. Children quickly identify the problem and alter the piping system, so that the water runs freely.
- The key-person is facilitated well. Children have secure bonds with staff and go to them for comfort when needed. Settling-in arrangements are flexible and fully support children's emotional well-being.
- Partnerships with parents are strong. Staff find out about children's achievements and interests at home and use this to complement their teaching. They meet with parents regularly to discuss children's progress and suggest ways that they can extend children's learning at home.

It is not yet outstanding because:

- Systems to support staffs' ongoing professional development are not rigorous enough to raise the quality of their teaching to an outstanding level.
- Teaching does not focus well enough on helping children to learn about different people, customs and cultures outside their own communities.

What the setting needs to do to improve further

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

- extend programmes of professional development for staff and focus more precisely on raising the quality of their teaching skills further
- provide increased opportunities for children to learn about different people, customs and cultures beyond their own.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The setting is led by a highly-qualified manager, who is committed to providing high standards. She carefully monitors the progress of different groups of children and uses her findings to close any gaps in their learning. Staff continually reflect on their practice and use self-evaluation well to sustain continued improvement. They gather feedback from parents and children, and use this to plan relevant developments. Staff are well qualified and translate their knowledge into practice well. They engage in regular supervision meetings and often meet as a team to share ideas. The arrangements for safeguarding are effective. The manager follows stringent recruitment procedures and ensures that staff are thoroughly checked and vetted. Risk assessments are used efficiently to minimise potential hazards, and security and safety are given high priority. Staff know the possible signs of abuse and have a clear understanding of the reporting and recording procedures.

Quality of teaching, learning and assessment is good

Children are eager to learn and confidently follow their own interests. They carefully manipulate dough and pretend to make birthday cakes. Staff respond quickly and introduce candles. They skilfully help children to count and calculate, in order to support their mathematical skills. Children make marks on a large scale and enjoy painting and drawing. Staff are supportive and enthusiastically interact to guide and stretch children's learning. They use questioning well to help children to communicate their thoughts and discuss their intentions. Children take part in role play and thoroughly enjoy combining materials together to make witches potions. Staff know children well and use precise observation and assessment to plan for their ongoing learning. They have strong links with other providers and exchange pertinent information to promote consistency in children's care and learning.

Personal development, behaviour and welfare are good

Children are very confident and form good relationships with staff and other children. They are independent and enthusiastically explore the thoughtfully planned environment. Parents are invited to record children's learning experiences at home through diaries. Children excitedly share these with staff. They use photographs to recall past events and proudly provide detailed accounts of what they did. Staff are positive role-models and continually praise children for their efforts. Children take turns during activities and discussions and behave very well. They play outdoors daily and are provided with healthy snacks to support their good health and physical well-being.

Outcomes for children are good

Children make good progress in their learning and development. They are articulate communicators, who ask questions to extend their knowledge. Children listen to stories and join in with the actions. They become engrossed in their play and re-visit activities to consolidate their learning. Children are sociable and have formed good friendships with their peers. These skills help to prepare children well for future learning and later moves on to school.

Setting details

Unique reference number	321588
Local authority	York
Inspection number	1064114
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	24
Number of children on roll	24
Name of registered person	Orchard Park Pre-School (York) Committee
Registered person unique reference number	RP907232
Date of previous inspection	25 January 2013
Telephone number	07407700315

Orchard Park Pre-school was registered in 1992. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday during term time. Sessions are from 9am until 2.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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