

Tetney Pre-school Playgroup

Tetney Primary School, Humberston Road, Tetney, GRIMSBY, South Humberside,
DN36 5NG



Inspection date	14 December 2016
Previous inspection date	19 April 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

- Partnerships with parents are successful in helping children to be emotionally secure when they first start. Staff share information with them about children's ongoing learning and aid parents to further support their children's learning at home. This results in children making good progress.
- The manager has a good relationship with the on-site school. Staff take children to use the school hall for special events and pass on information to teachers about children's learning when they move on to the next stage in their learning.
- The manager is passionate about providing good quality care and learning for children. The quality of teaching is consistently good. Staff know each child's individual needs and provide them with learning experiences that help them to develop.
- Children behave very well. They share, take turns and play well with others. Children listen to staff and adhere to simple behaviour boundaries that are set.

It is not yet outstanding because:

- Although the manager has an overview of individual children's progress, she does not compare the progress made by different groups in order to identify and address any differences between the rates of progress.
- Staff do not provide a broad range of experiences for children to find out about and develop their understanding of different communities, customs and faiths.

What the setting needs to do to improve further

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

- compare the progress made by different groups of children and ensure that all groups make the best possible progress
- provide children with a greater variety of opportunities to learn about different people and communities beyond their everyday experiences.

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 pre-school manager, provider and administrator.
- The inspector looked at relevant documentation, such as the pre-school's policies and procedures, training certificates and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse. They know what action to take if they have concerns about children's safety or welfare. Children play in a safe and secure environment indoors and outdoors. Staff are vigilant and implement health and safety procedures effectively. Supervision meetings are effective in supporting staff to reflect on their practice and identify training opportunities. Recent training has improved their knowledge of recognising how two-year-old children play and their different ways of learning. The manager reflects on practice and gathers feedback from the committee, staff, parents and children. This helps her to effectively review the environment and practice, in order to help improve experiences for children. Parents talk positively about the pre-school.

Quality of teaching, learning and assessment is good

Staff use observations and assessments well to help them identify if children need extra support in their next steps in learning. Staff play alongside children and ask them a good range of questions, helping them to develop good problem-solving skills. They enable children to lead their play and develop their imagination. For example, children draw pictures of foods they like and pretend to make them using natural materials they find in the garden. Younger children experiment with resources to develop their understanding of weight and measures. Staff encourage them to put toy bears into bowls on weighing scales. They watch carefully as it moves up and down, depending on how many they put in.

Personal development, behaviour and welfare are good

Children help staff to grow vegetables in the garden, thereby helping children to learn about growth and decay over time. They use the produce to make soup and to develop their understanding of healthy foods. Staff provide a good range of healthy snacks. Mealtimes are social occasions where staff sit with children and talk about children's family life and their interests. This helps children to develop their social skills in preparation for their move on to school. Opportunities for children to develop their independence are good. For example, children confidently butter their crackers at snack time and help to initiate changes in routines. They ring a tambourine and say, 'It's tidy-up time'. Children enjoy daily fresh air and exercise in the newly refurbished, well-equipped outdoor area. Children use spades to transport sand and soil into different containers. They push trolleys and negotiate pathways by avoiding different obstacles.

Outcomes for children are good

All children, including those in receipt of funding make good progress from their starting points. Children are motivated and enthusiastic to play outdoors. They thoroughly enjoy playing in the mud, making cakes and playing cooperatively with their friends. Older children make good progress in their literacy and speaking skills. They sing songs that help to remind them of the letters of the alphabet. They are beginning to recognise the letters in their name. Younger children develop their problem-solving skills and negotiate turning puzzle pieces around to make them fit together.

Setting details

Unique reference number	EY455239
Local authority	Lincolnshire
Inspection number	1066443
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of registered person	Tetney Pre-school Playgroup
Registered person unique reference number	RP525929
Date of previous inspection	19 April 2013
Telephone number	01472211447

Tetney Pre-school Playgroup was registered in 2012. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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