

Fulford Pre-school

St. Oswalds C of E Primary School, Heslington Lane, York, North Yorkshire, YO10 4LX



Inspection date

9 February 2017

Previous inspection date

23 October 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

- The manager offers an established programme of ongoing supervision, training and professional development to the staff. This helps to result in well qualified and supported staff who promote children's learning well.
- Staff remind children of appropriate behaviour throughout the day. They talk about the importance of safety and act as positive role models.
- Staff interact with children throughout the day, asking questions and providing challenges for them. This helps to effectively promote children's early language and thinking skills.
- Staff use information gained from their observations to plan for what children need to learn next. This contributes towards children making good progress across all areas of learning.
- Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented.

It is not yet outstanding because:

- Self-evaluation does not fully include the views of parents to help staff accurately identify areas for further improvement.
- Staff have not yet considered even more innovative ways to support children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the system for self-evaluation so that all parents' views are considered when evaluating and reflecting on practice and when considering future improvements
- strengthen ways to support children who speak English as an additional language even further.

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 spoke with staff and children at appropriate times during the inspection.
- The inspector viewed all areas of the premises used by children.
- The inspector discussed the pre-school's self-evaluation and the impact this has on the pre-school.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their roles and responsibilities and the procedures to follow should they have any concerns. Staff successfully assess risks on a daily basis. For example, staff check the outdoor area is safe before children go out to play. This helps to minimise any risk to the health or safety of children in their care. The management team and staff have identified key areas for development and are proactive in self-evaluative practice. This helps children's learning experiences continually improve. Staff work hard to develop strong partnerships with parents. Children have individual learning and development files containing on-entry assessments, examples of their work, observations and photographs as evidence of their learning. Parents are able to view these when they want to and have regular meetings to discuss their child's progress. Staff have established good partnerships with local primary schools. Reception teachers are invited to visit the setting prior to older children starting school. This helps to ensure children are prepared for the next stage in their learning.

Quality of teaching, learning and assessment is good

The manager oversees educational programmes, ensuring that they are implemented effectively. She monitors children's learning records regularly to make sure that they are up to date and that observations and tracking reflect children's learning and progress. This helps to provide appropriate intervention to help ensure children reach their expected levels of development. Staff are skilled at teaching children during play and they involve themselves when appropriate. For example, older children are supported to learn simple mathematical skills, they count objects and find the numerals to match on an interactive board.

Personal development, behaviour and welfare are good

Children are very confident and settled in the pre-school. Staff have created strong relationships with children and their families that help children feel safe and emotionally secure. On entry, staff use information that they gather from parents about children's care needs and capabilities effectively. Healthy eating is promoted within the pre-school and mealtimes are a social occasion. Children chat about food and develop good self-care skills. For example, they wash their hands before handling food. Staff praise them for their efforts, helping to raise their self-esteem. Children enjoy plenty of fresh air and physical exercise as they take part in various activities in the outdoor area.

Outcomes for children are good

All children make good progress in their learning and development. Children are highly motivated and show confidence as they explore the environment. They are eager to develop their own ideas and creativity. For example, children use their imaginations as they devise a shopping list. Children develop their literacy skills and they write down items they would like to purchase. Children learn from each other and share and take turns. They are independent, enthusiastic learners who acquire skills and confidence in preparation for starting school.

Setting details

Unique reference number	EY225466
Local authority	York
Inspection number	1064314
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	26
Number of children on roll	45
Name of registered person	Fulford Pre-School Committee
Registered person unique reference number	RP520449
Date of previous inspection	23 October 2013
Telephone number	01904 555438

Fulford Pre-school has been registered at the current premises since 2006. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including the pre-school manager with level 6. The pre-school opens from Monday to Friday term time only. Sessions are from 7.45am until 4.45pm. The pre-school offers before- and after-school care for the adjoining school from 7.45am until 8.45am and from 3.15pm until 4.45pm. The pre-school cares for children who speak English as an additional language and provides funded early education for two-, three- and four-year-old children.

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