

# Walkington Pre-School

The Pavillion, The Playing Fields, Beverley, North Humberside, HU17 8SE



<b>Inspection date</b>	6 April 2017
Previous inspection date	8 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children benefit from plenty of fresh air and enjoy being active outdoors. Activities are well thought through and interesting for children. Staff interact enthusiastically with children to stimulate and motivate their physical skills.
- Children happily enter the pre-school, settle quickly and enjoy their play. Staff create a warm, friendly and safe environment. They support children well and make parents feel welcome. An effective key-person system is established.
- The manager has a strong commitment to making improvements. She involves staff well to meet regularly to discuss their role and responsibilities, and their key children. They successfully reflect on their provision and identify areas to develop. For example, to purchase puppets to help children express their feelings.
- Staff effectively support children who have special educational needs or disabilities. They work alongside parents, and other professionals and external agencies well to meet children's learning needs. All children make good progress.

### It is not yet outstanding because:

- Information gained from assessments is not used to plan precisely for all children's next steps in learning, so that highly challenging activities maximise their progress.
- The committee does not support the manager or oversee staff practice as well as they could, to raise the quality of teaching even further, especially to support children's child-initiated play.

## What the setting needs to do to improve further

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

- use the information gained from assessments to plan even more precisely for all children's individual next steps to extend their learning further
- build on the supervision arrangements for the manager and staff, to evaluate and monitor the teaching more closely, so that all children benefit, especially in their child-initiated play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the pre-school's self-evaluation. She carried out a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the pre-school's policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector took account of the views of parents through discussion and their written feedback.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff clearly understand the procedures to follow should they have concerns about a child's well-being. Effective risk assessments are completed, monitored and regularly reviewed. Policies and procedures to promote children's health, safety and welfare are fully in place and effectively followed by staff. The manager monitors children's progress closely and identifies gaps in their learning. The staff team works closely together and benefits from training. For example, to extend children's language development. There are good links with parents, local schools and other early years providers, helping to ensure continuity in children's care and learning.

### Quality of teaching, learning and assessment is good

Children settle in quickly to their play. Staff foster children's mathematical and literacy development well. Children enjoy listening to stories and answer staff questions well. For example, children identify rhyming words and staff introduce new words, such as camouflage and give good explanations to aid children's understanding further. Children make good progress in their communication and language development. Children enjoy matching games and count their successes. They concentrate well on construction activities and follow the picture instructions to make the right patterns. Children enjoy operating interactive equipment and follow directions well. They gain a good understanding of the world they live in.

### Personal development, behaviour and welfare are good

Staff know the children well and accommodate their individual needs successfully. Effective settling-in sessions ensure that the move from home to the setting is smooth. Children show that they feel safe and secure. They ask staff to help them and proudly show what they can do. Children enjoy being physically active outdoors. Staff remain close to children, offering support when needed. Children practise their physical skills as they balance and jump off equipment, and are keen to play tag games. Staff give children plenty of praise and encouragement. Children have good self-esteem and confidence.

### Outcomes for children are good

Children make good progress and develop the skills needed for future learning. They develop good independence skills, including children with special educational needs or disabilities. They are happy, confident and enjoy their time at the pre-school. Children are keen to take part in activities and are confident learners. They actively participate during group circle times. Children take it in turns to share their news and communicate their ideas well. They enjoy practising early writing skills and attempt to write their own names. Children learn to work together and make good friendships.

## Setting details

<b>Unique reference number</b>	503384
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1091076
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Walkington Pre-School Committee
<b>Registered person unique reference number</b>	RP518378
<b>Date of previous inspection</b>	8 January 2015
<b>Telephone number</b>	07722 561116

Walkington Pre-School registered in 2001. The pre-school is managed by a voluntary committee. It employs six members of childcare staff. The manager holds early years professional status, and five staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only, from 9am until 3.30pm. It provides funded early education for children aged two, three and four years.

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