

# Easingwold Pre-School Playgroup

c/o The Methodist Church, Chapel Street, Easingwold, York, YO61 3AE



## Inspection date

6 April 2017

Previous inspection date

15 June 2015

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 follow children's interests and provide a wide range of activities. This contributes towards children being motivated and enthusiastic learners and helps them to make good progress.
- Staff remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns.
- The manager shows a strong commitment to reflective practice. For example, she seeks a wide range of views and opinions from parents and children as part of the pre-school's self-evaluation. Staff have successfully addressed the recommendations raised at the previous inspection. This reflects their dedication to continual improvement.
- Staff have established good relationships with local primary schools. This helps to ensure children are well supported and prepared for the next stage in their learning.
- The small and friendly staff team is sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a stimulating environment where children are happy.

### It is not yet outstanding because:

- Staff do not always involve parents fully in their child's learning so that they can work together to help children to make even better progress.
- Although staff offer outdoor experiences, these are not as effectively planned as those indoors to take into account the needs of children who prefer to learn outside.

## What the setting needs to do to improve further

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

- strengthen the two-way flow of information with parents, encouraging them to share more-detailed information about children's capabilities on entry and provide greater opportunity for them to be involved in supporting their child's ongoing learning and development
- plan outdoor learning as effectively as indoor experiences, specifically taking into account the individual needs of those children who prefer to learn outdoors.

### Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection. She completed a joint observation with the manager.
- The inspector held a meeting with the manager. She engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector checked evidence of suitability and qualifications of staff working with children. She discussed the pre-school's self-evaluation and the impact this has on the setting.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibilities to protect children in their care. They know the procedures to follow if they have any concerns. Staff regularly assess risks and implement a range of policies and procedures. This contributes towards keeping children safe. An established system of supervision sessions and staff meetings help staff to feel valued and supported. This approach helps to identify training needs to extend children's learning. For example, staff have attended various training courses to continue to develop their knowledge and enhance their professional development. The manager and staff team assess children's progress closely to meet their individual needs. They use effective tracking that identifies any gaps in their learning. The manager works within the room and supports staff well to reflect on their practice and develop the provision for children. Parents and carers spoken to on the day were complimentary about the care and learning their children receive.

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

Well-qualified staff support children's emerging communication and language skills well. They respond to what children do and say and repeat words back to them to aid their pronunciation. Staff introduce mathematical concepts within children's play. For example, when older children are planting seeds to grow sunflowers, staff count with them and discuss size and weight. Children have access to technology. They confidently use an electronic tablet and learn about the life cycle of tadpoles. Children enjoy using their imagination as they play with small world and role play toys.

### Personal development, behaviour and welfare are good

A well embedded key-person system helps children to form secure emotional attachments. Children move freely around the pre-school and enjoy access to a stimulating environment. Resources are stored appropriately and children independently choose what they would like to play with. Staff have high expectations and praise children for their efforts. Mealtimes are social occasions and staff make good use of these opportunities to help children to be independent. For example, older children serve themselves their own food and pour their own drinks at snacktimes. Staff support children's physical well-being effectively. Children have regular access to fresh air and take pleasure in exploring and investigating the outdoor area.

### Outcomes for children are good

Children become confident learners and socialise well with others. They learn to respect people's differences and explore their own cultures and beliefs and learn about those of others. Older children learn how to write their names, which helps to effectively support their literacy skills. Children are well prepared with the skills they need for starting school.

## Setting details

<b>Unique reference number</b>	400381
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1090983
<b>Type of provision</b>	Sessional 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>	18
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Easingwold Pre-School Playgroup
<b>Registered person unique reference number</b>	RP523142
<b>Date of previous inspection</b>	15 June 2015
<b>Telephone number</b>	07977 063753

Easingwold Pre-School Playgroup was established over 40 years ago. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one staff member who holds qualified teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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