

# The Wolds Pre-School

Scout Hut, Burnby Lane, Pocklington, York, YO42 2QB



<b>Inspection date</b>	10 May 2017
Previous inspection date	15 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

- Staff regularly observe children and plan for what they need to learn next. They complete assessments on children's progress to help them identify any gaps in learning. This contributes towards ensuring all children are making progress towards the early learning goals.
- Staff act as positive role models and have a clear understanding of how to manage children's behaviour. They help children to be aware of the boundaries and expectations of the pre-school.
- Staff have established strong links with local schools. This helps to make a strong contribution towards meeting children's continuing needs and prepares them well for their future move.
- Staff have a clear understanding of their responsibility to work in partnership with parents. They provide parents with verbal feedback on a daily basis. They send home activities for children to complete, which helps to support their learning at home.

### It is not yet outstanding because:

- Some aspects for monitoring staff performance and sharing information and knowledge from training opportunities are not yet fully effective to enhance the quality of the provision further.
- Parents are not yet fully involved in contributing towards the pre-school's evaluation of practice.

## What the setting needs to do to improve further

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

- reflect on the process for monitoring staff performance and focus more highly on embedding information and knowledge from training opportunities
- strengthen the system for self-evaluation so that all parents' views are taken into account when evaluating and reflecting on practice and when considering future improvements.

### Inspection activities

- 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 spoke to parents during the inspection and took account of their views. She also spoke with staff and children during the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector 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 fully understand their roles and responsibilities and the procedures to follow should they have any concerns about a child's welfare. A wide range of policies and procedures is implemented along with rigorous daily checks, helping to ensure there is a safe and secure environment for children. The well-qualified manager is involved in the daily practice of the pre-school. She has introduced a system of staff supervision which helps to ensure they are valued and supported. The management team and staff have identified key areas for development and are proactive in self-evaluative practice. This helps children's learning experiences to continually improve.

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

Children have access to an excellent choice of resources to stimulate and encourage them in their learning. For example, children count as they throw bean bags into numbered targets. Children are beginning to use addition and subtraction as staff add and take bean bags away. Staff talk to children throughout the activity about shapes, numbers and colours. This helps to support children's early mathematical skills further. Children learn how to operate electronic toys. They work out that they need to push different buttons to activate the colourful lights and create sounds.

### Personal development, behaviour and welfare are good

Staff promote equality and diversity well and children enjoy activities based around cultural festivals. This helps children to learn about the world around them. Effective arrangements are in place to help children experience a smooth move into the pre-school and on to school when the time comes. Children have established strong bonds with their key person, which contributes towards promoting their emotional well-being. Children enjoy a variety of nutritious snacks and staff discuss healthy food options with them, which helps to promote their good health. Staff encourage children to manage their own personal care and promote children's emotional well-being. They praise children to help raise their self-esteem and confidence.

### Outcomes for children are good

Children are highly motivated and enjoy exploring their environment. They enjoy fresh air and develop good physical skills in the stimulating outdoor area. Children thoroughly enjoy using their imagination and taking part in role play activities. For example, they act out a story about three pigs and build houses in the outdoor play area from straw, sticks and soft bricks. Children develop good literacy skills. Older children read books back to their key person and add their names to artwork. Younger children sit happily with staff as they enjoy listening to stories.

## Setting details

<b>Unique reference number</b>	314748
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1090806
<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>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Wolds Pre-School Partnership
<b>Registered person unique reference number</b>	RP903525
<b>Date of previous inspection</b>	15 January 2015
<b>Telephone number</b>	07722184258

The Wolds Pre-School registered in 1981. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications, including the manager, who has qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school receives funding to provide free early education for two- three- and four-year-old children.

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