

# Hemswell Cliff Pre-School

Hemswell Cliff Primary School, Capper Avenue, Hemswell Cliff, GAINSBOROUGH,  
Lincolnshire, DN21 5XS



## Inspection date

20 September 2017

Previous inspection date

12 March 2014

<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

- The manager uses an effective system that ensures accurate and detailed monitoring of children's progress. This enables staff to swiftly identify any gaps in children's learning and plan targeted next steps to support their continued progress.
- Children learn the skills they need when the time comes to go to school. They learn to play cooperatively together, take part in group activities and follow instructions.
- Staff interact with children in a caring and supportive way that supports their emotional well-being. As a result, children settle quickly and enjoy their time at the pre-school.
- Overall, the quality of teaching is good. Staff use a variety of methods to teach children. They demonstrate new ideas and build on children's interests to extend their learning.

### It is not yet outstanding because:

- The manager has not yet fully implemented highly engaging ways to share detailed information with parents about their child's progress.
- At times, staff miss opportunities to extend children's understanding of counting in sequence during everyday activities.
- On occasions, young children do not understand the language that staff use. As a result, young children's speech and language skills are not always fully supported to help them make the best possible progress.

## What the setting needs to do to improve further

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

- implement plans to provide parents with even more engaging ways to share specific information about their children's progress
- provide more opportunities for children to count in sequence
- use language that young children can understand to support their developing speech and language skills more effectively, and help them to make the best possible progress.

### Inspection activities

- The inspector looked at relevant documentation, including policies and written records. She checked evidence of the suitability of all staff working at the pre-school.
- The inspector spoke to parents and took account of their views and opinions.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector looked at the outdoor and indoor areas used by children and held a meeting with the nursery manager to discuss the leadership of the setting.
- The inspector conducted a joint observation with the nursery manager and evaluated the impact of teaching on children's learning.

### Inspector

Karen Tyas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a comprehensive understanding of safeguarding issues. They know what to do if they have any concerns for a child. The highly qualified team of staff are committed to continued professional development. They take part in regular supervision meetings and complete mandatory and specialist training. All staff have completed paediatric first-aid training. This means children benefit from up-to-date knowledge. Staff work in partnership with local schools and other relevant agencies. They understand the importance of a coordinated approach and share important information to help provide consistency in children's care and learning. The manager strives to continually improve the pre-school's service. She asks for parents' views and they comment that they appreciate the support they are given by staff.

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

Children are happy and enthusiastic learners. Staff provide a range of stimulating resources which helps to encourage children to investigate. They are motivated to learn and children of all ages explore the pre-school with confidence and enthusiasm. Children practise construction skills as they build with large wooden blocks. They are excited and interested in the wider world around them. For example, they cheer and wave at an aeroplane as it flies overhead. Children take part in discussions with staff about their family life and what they enjoy doing. Staff help children learn that printed words have meaning. They identify themselves and each other from name cards during circle time and enjoy listening to stories. Children make marks outdoors using giant chinks.

### Personal development, behaviour and welfare are good

All staff are positive role models and children's behaviour is good. Children understand what is expected of them and are reminded to be polite and well mannered. Children enjoy talking about and tasting different foods. They are encouraged to make positive lifestyle choices, such as eating a healthy breakfast. Children are provided with nutritious snacks and enjoy helping staff to prepare the food. They chop bananas and help to set the tables with plates and drinks. Children benefit from regular outdoor play. They practise physical skills as they use the ride-on toys. They run, jump and play imaginary games. Staff know when to join in and when to stand back and leave children to direct their own play. They praise children's achievements and value their ideas and opinions. This helps children to develop a positive self-image and self-esteem is supported.

### Outcomes for children are good

All children make good progress in relation to their starting points, including those who receive funded education. They are prepared well for the next stages in their learning. Children learn skills that enhance their growing independence. They wash plastic plates, use the toilet independently and choose activities to play. Children's social skills are enhanced through the friendships they make at the pre-school. They learn to regulate their own emotions and develop empathy. Children are happy and develop a love of learning.

## Setting details

<b>Unique reference number</b>	EY468319
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1102718
<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>	20
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Hemswell Cliff Pre-School Committee
<b>Registered person unique reference number</b>	RP533002
<b>Date of previous inspection</b>	12 March 2014
<b>Telephone number</b>	01427668088

Hemswell Cliff Pre-School registered in 2013. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am until midday. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years degrees at level 4 and one holds a qualification at level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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