

# Springville Pre-School Playgroup

Springville Methodist Church Hall, Hull Road, Hessle, HU13 9NP



<b>Inspection date</b>	22 November 2017
Previous inspection date	22 October 2012

<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 experienced and qualified management and staff team demonstrates a strong commitment to improving outcomes for all children. The management team regularly reviews the quality of the provision and takes account of parents' and children's views.
- Staff provide a nurturing environment where children are happy, confident and very settled. Children eagerly take part in a wide variety of activities. They make choices and think creatively as they discover and play.
- Staff work effectively as a team to meet the individual and group needs of the children. Children settle quickly and benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their learning.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the pre-school. Parents are very complimentary about the quality of care and learning their children receive. They receive regular information about their children's progress.

### It is not yet outstanding because:

- Staff miss opportunities to promote children's self-help and independence skills, such as learning how to manage their own clothing in preparation for moving on to school.
- Though children's behaviour is good and staff give children timely reminders they do not consistently maximise all opportunities to help children understand how to maximise their safety.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their independence skills in everyday activities
- consistently give children the reasons why they need to be careful in certain situations to raise their awareness of their own safety.

### 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 had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Lynne Pope

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment and vetting procedures show that staff have been thoroughly checked by the provider. All staff are alert to child protection issues and can implement local procedures to protect children from possible harm. The management team is very hands on with planning children's next steps in learning. They use information gained from staff observations and ensure that learning experiences accurately reflect children's interests and stages of development. The management team works alongside staff and continuously monitors and reviews their practice. It carries out regular supervisory sessions to help manage staff performance.

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

Staff support the communication and language development of children very well. For instance, they use lots of repetition of words, talk to the children about what they are doing and model new words to help extend their vocabulary. Staff introduce words, such as 'forwards' and 'backwards' to help children understand the direction they would like electronic toys to go. Mathematics is promoted and children say how many squares they would like the toy to move and press a button for the correct number of times. Older children become very confident when speaking in front of a group of children. A variety of methods are used to help them, including children who speak English as an additional language. For example, staff use picture cards to support speaking the words. Children's early literacy skills develop, for example, they learn to recognise their written name and use it to show they are present as part of self-registration.

### Personal development, behaviour and welfare are good

Staff promote a positive attitude to learning through play and effectively support children to make their own choices. For example, picture cards are used for children to choose resources that are not readily available. Children's health and physical development are fostered well and they enjoy healthy eating and good access to outdoor play. Staff teach children about the types of food that are good for them and will help them to grow. They have tasting and baking sessions and staff use this opportunity to introduce foods from other cultures. Children enjoy the time spent outdoors. They confidently learn how to move round in a variety of ways. They particularly enjoy balancing on scooters and push themselves round on wheeled toys.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Overall, they are developing the key skills they need to support them with their move on to school. Staff build on children's confidence and sense of belonging well. They manage their time effectively so children get individual attention according to their needs. Children are confident learners. They actively participate during group circle times. Children learn to work together and make good friendships.

## Setting details

<b>Unique reference number</b>	314725
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1059556
<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>	42
<b>Name of registered person</b>	Joan Savage and Jackie Holmes Partnership
<b>Registered person unique reference number</b>	RP522035
<b>Date of previous inspection</b>	22 October 2012
<b>Telephone number</b>	07711 293624

Springville Pre-School Playgroup registered in 1993. The playgroup employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The playgroup opens from Monday to Friday during term time. Sessions are from 9.15am until 11.45am, and on Monday, Tuesday, Wednesday and Thursday afternoons from 12.45pm until 3.15pm, all year round. The playgroup provides funded early education for two-, three- and four-year-old children.

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