

Yaddlethorpe Pre-School

Bottesford, Village Hall, Bramley Crescent, Scunthorpe, South Humberside, DN16 3SN



Inspection date

Previous inspection date

22 January 2018

4 June 2014

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

- Children arrive happy and quickly settle into this calm and welcoming pre-school. They enjoy accessing the good range of activities and resources offered. This supports children's independent choices and enables them to follow their interests.
- Staff effectively observe and monitor children's learning. They plan activities and experiences based on what children need to learn next. Children make good progress.
- Staff share information with parents about their child's learning and development. They offer meetings where parents can discuss their child's achievements and how they can continue to support their learning at home. For example, parents borrow books to share with their children to support their literacy skills.
- Staff adapt their teaching skills depending on the age and stage of development of the children in their care. They provide small group activities for welcome time. Staff sing songs and action rhymes with younger children. They give older children instructions for them to follow to help develop their listening skills.
- Staff gather information from parents about children's care, interests and learning when they first start. This helps staff to talk to children about their interests and family life. Children develop positive relationships with their key person.

It is not yet outstanding because:

- Self-evaluation does not include the views of parents and children to help raise outcomes for children to the highest possible levels.
- Staff's professional development is not sharply focused on raising the quality of their teaching to the highest level.

What the setting needs to do to improve further

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

- gather the views of parents and children to help evaluate practice to raise outcomes for children to an even higher level
- strengthen professional development opportunities to help raise the quality of teaching to further promote high levels of achievement in children.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff work closely with other agencies and share information to protect children from potential harm. The manager ensures staff keep their knowledge of child protection up to date. She supports staff well through supervision and appraisal meetings. The supervisor is responsible for monitoring the progress made by individual and groups of children. She shares this information with staff and helps them to reflect on the environment for children. Changes made after reviewing the progress made by two-year-old children, include providing them with more opportunities to access learning on the floor. Staff work well in partnership with schools and other early years settings children attend and share information about children's learning and development. This promotes consistency for children's learning.

Quality of teaching, learning and assessment is good

Parents comment positively about the pre-school and how their children are learning key skills in readiness for their move on to school. Staff promote children's independence well and encourage them to socialise with others. They sit with children and talk to them about their interests. Staff help children to extend their understanding of how food grows. Children are provided with opportunities to cut up vegetables and make soup. Staff help them learn about how different vegetables grow, such as under or above the ground. They offer children experiences to play with fruit, for example, to use them with paint to make patterns on paper. Staff weave mathematical language into play and draw a number four. Children talk about being four-years-old and celebrating their birthday. They thoroughly enjoy the conversations they have with staff, promoting their communication and language skills.

Personal development, behaviour and welfare are good

Children behave well. Staff use 'Golden rules' to remind children about pre-school boundaries. They help children learn the routines of the day. Staff ask children to put their hands in the air and tell them that they have an allocated amount of time to play before the routine changes. Children stop, follow instructions and know what is expected of them. Staff welcome parents to stay with their children for a short while in the morning. This helps children to settle gradually supporting their emotional well-being. Children manage risks in their play. Staff talk to them about how to use a knife and potato peeler and model how to use it safely.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children are engaged in learning as soon as they arrive. They solve problems when they negotiate turning puzzle pieces around to make them fit together. Outdoors, children enjoy being physically active. They confidently balance on wooden logs and walk along wooden planks, helping to develop their balance and coordination. Children explore water and use a whisk to make bubbles.

Setting details

Unique reference number	EY248676
Local authority	North Lincolnshire
Inspection number	1087893
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	42
Name of registered person	Yaddlethorpe Pre-School Committee
Registered person unique reference number	RP521086
Date of previous inspection	4 June 2014
Telephone number	01724 852425

Yaddlethorpe Pre-School registered in 2002. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at 4 and two at 5. The pre-school opens during term time only. Sessions are Monday to Thursday from 7.45am until 3.30pm and Friday from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children.

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