

Auckley Pre-School Ltd

Auckley School, School Lane, Doncaster, DN9 3JN



Inspection date	5 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 know children very well and carefully observe them to find out exactly what they need to learn next. The manager systematically reviews the assessments of children's learning to make sure they are accurate and that all children are making good progress.
- Children are confident, happy and their good behaviour shows they feel safe. They form secure attachments to the warm and sensitive staff who value all their contributions.
- Staff create a welcoming and stimulating environment where children thrive. Creative resources inspire children to investigate and experiment. They use all their senses, practise new skills and develop their own ideas as they explore different vegetables.
- Staff use a variety of effective teaching strategies, overall, to promote children's learning through play. They ask questions to encourage children to use their imaginations and communication skills and show them how to use tools and equipment.
- The pre-school works closely with parents and the local nursery school to promote the progress of children who attend both settings. They share detailed information about children interests, what they are learning at home and what they need to learn next.

It is not yet outstanding because:

- Sometimes, daily routines are not highly effective at meeting the needs of the youngest children.
- The evaluation of staff's interactions with children is not always incisive enough to drive teaching to the very highest level.

What the setting needs to do to improve further

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

- thoroughly evaluate the impact of daily routines on the quality of learning opportunities for the youngest children
- strengthen evaluations of staff's interactions with children to further improve the quality of teaching to the very highest level.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact it had on children's learning.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector took account of the views of parents through written feedback they had provided and those spoken to on the day of the inspection.
- The inspector held a meeting with the manager and looked at relevant documents, such as the setting's self-evaluation and evidence of the suitability of staff working with children.
- The inspector spoke to staff and children during the inspection.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff are ambitious and committed to improving outcomes for all children. They welcome feedback from parents, advice from the local authority and observe children to help them evaluate aspects of their practice. For example, following a review of the pre-school, staff have created a calm and purposeful learning environment where they can become deeply involved in children's play. Safeguarding is effective. Staff and leaders know how to recognise and respond to concerns about children's welfare. They build strong partnerships with parents and share ideas to support children's learning and self-care skills. Staff quickly identify any concerns about children's progress and discuss plans to support them with parents and other professionals.

Quality of teaching, learning and assessment is good

Qualified and experienced staff are responsive to children's learning as they play. They build on what they see children enjoying and provide resources and activities that capture children's curiosity and imagination. Younger children are fascinated by exploring fruits and vegetables in their role play. They peel leaves, taste the different flavours and try chopping them. Staff extend the play for older children who experiment with making different marks to write a shopping list for more food. Children practise new skills as staff show them how to use a funnel to fill containers with dry rice and describe what they are doing. Children develop their communication skills and talk to staff about what they have been doing at home and their role-play adventures to the seaside.

Personal development, behaviour and welfare are good

Children are keen learners, who are prepared to keep trying and older children show they can concentrate well. Staff praise children for their good manners and when they share well. Children's well-being is promoted throughout the pre-school. They develop their independence, make choices and help others. For example, they are all eager to collect in the plates. The pre-school is an established part of the local community and children enjoy trips to the shops and local woods. Staff make the most of spontaneous opportunities to talk to children about different celebrations and cultures. They extend children's interest in washing the baby dolls to find out about how children in other countries have a bath. They have close links with the local nursery school that help children get to know their new environment and teachers.

Outcomes for children are good

Children make good progress in their development and any gaps in achievement for individual children are closing. They develop control and strength in their hands and arms as they practise using knives, spooning dry rice and stirring mud pies. Older children regularly have a go at writing some of the letters in their name to help them develop some of the skills they will need for school. All children become confident to balance, jump, run and ride wheeled toys safely. They begin to use mathematical terms and make comparisons as they measure their friends and tall towers of wooden bricks.

Setting details

Unique reference number	EY493236
Local authority	Doncaster
Inspection number	1025917
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	30
Number of children on roll	27
Name of registered person	Auckley Pre-School Limited
Registered person unique reference number	RP534867
Date of previous inspection	Not applicable
Telephone number	01302 770 409

Auckley Pre-School registered in 2015. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens Monday to Friday during term time from 9am until 3.30pm. They offer a holiday club during some school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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