

Pollington Balne Preschool

Pollington Balne C of E School, Pollington, GOOLE, North Humberside, DN14 0DZ



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| Inspection date | 14 February 2018 |
| Previous inspection date | 2 September 2013 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The committee, managers and staff are wholly dedicated to providing the very best care and learning experiences for children. Rigorous evaluation and meticulous plans for ongoing improvements contribute to the excellent capacity this pre-school has to maintain and build on the already outstanding levels of practice.
- The highly qualified staff are inspirational teachers. They have expert knowledge of how children learn. They diligently support each individual child to make the best possible progress in their learning.
- Children's behaviour is remarkably good. Staff have a very secure understanding of how children learn to handle their emotions and develop self-control. Their excellent knowledge of child development helps them to manage children's frustrations and resolve conflicts extremely effectively.
- All children make superb progress. They are confident and curious learners who consistently demonstrate enthusiasm and perseverance to succeed during play.
- Staff use highly effective methods to share information about children's learning with parents. They give parents precise advice for continuing learning at home that helps children to make the very best progress on their learning. Parents say they feel 'very much involved and an important part' in their child's learning.

What the setting needs to do to improve further

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

- continue to assess the impact of staff training on the quality of teaching and how this helps to raise children's achievements to even higher levels.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector discussed leadership and management issues with the manager, the chair of the management committee and the business manager. She also looked at relevant documents, such as evidence of suitability checks carried out on staff and committee members.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have excellent knowledge of issues that may affect a child's welfare and deal with concerns swiftly. Meticulous monitoring of accidents and risk assessments helps staff to provide a safe environment. Managers prioritise the supervision and support of staff. Professional development is finely tuned to meeting children's needs. For instance, assessments showed children made less progress in literacy. Staff have attended training to strengthen teaching in this area and are beginning to measure the impact this has made. Partnerships with professionals are very well embedded. This helps to ensure children's individual needs are met precisely. This is particularly evident for children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is outstanding

Arrangements to observe children and track their progress are reviewed meticulously. Gaps in children's learning are swiftly identified and highly successful strategies are implemented to help all children reach their full potential. Additional funding is used perceptively to accelerate children's progress in their learning. Staff have an excellent focus on using children's own interests and ideas to lead their learning. Children are utterly absorbed in their play. Staff support them extremely well to work out solutions to problems as they play. For example, they encourage children to try out various combinations of ingredients to make dough. Older children work collaboratively while they make model rockets from scrap materials. Staff extend children's learning extremely well, for example, by discussing size, shape and space. Interactions with children are first rate. Children's opinions and ideas are highly valued and incorporated consistently into plans for their learning.

Personal development, behaviour and welfare are outstanding

Children are completely at ease and demonstrate a very strong sense of belonging. Staff are highly tuned to children's needs and promote their emotional well-being extremely well. Children's physical health has utmost priority. For example, as well as access to plenty of fresh air, staff ensure that children take part in daily, more vigorous exercise. Staff are very sensitive to the emotional needs of children. Their careful consideration and close partnerships with school teachers help children to feel very confident and ready to embrace new experiences when they move on to school.

Outcomes for children are outstanding

Children have an excellent understanding of how to manage risks. Older children know how to safely handle woodwork tools. Younger children discuss being careful as they handle pieces of ice. Children observe and value the similarities and differences between themselves and others. They show remarkable tolerance and understanding of one another. Toddlers benefit from an environment rich in open-ended resources that encourage them to explore and investigate. Children leave the nursery with excellent skills in mathematics that give them a secure foundation for later learning in school.

Setting details

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| Unique reference number | EY452159 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 1066230 |
| 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 - 10 |
| Total number of places | 46 |
| Number of children on roll | 44 |
| Name of registered person | Pollington-Cum-Balne Pre-School Committee |
| Registered person unique reference number | RP907288 |
| Date of previous inspection | 2 September 2013 |
| Telephone number | 01405 869498 |

Pollington Balne Preschool registered in 2012. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status and one with early years professional status. The pre-school opens Monday to Friday all year round, with the exception of bank holidays. Session times are 7.15am until 6.15pm. The pre-school receives funding to provide free early years education for two-, three- and four-year-olds.

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