

Flamborough Pre-School

WI Hall, Southsea Road, Flamborough, Bridlington, North Humberside, YO15 1NG



Inspection date

13 March 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 help children to enjoy their learning and provide a range of planned activities for them to explore. Overall, teaching is good and children make good progress in every area of their learning.
- Staff are passionate about teaching children the skills they need to start school. Children have ample opportunities to develop literacy skills and they show a love of books. Older children show good levels of concentration and are keen to participate.
- Children have developed secure bonds with their key person and the entire staff team. Staff know children very well and respond to their care needs swiftly. This has a positive impact on their emotional well-being.
- Partnerships with parents are very effective. Staff work closely with parents and encourage them to be part of their children's ongoing learning. Parents regularly come into the pre-school and share information about children's achievements.
- The manager and staff team are experienced and work closely with each other. They are good role models for children and have high expectations of them. Staff work hard to maintain good standards of care and learning.

It is not yet outstanding because:

- Staff do not consistently focus on children's individual learning goals during their self-chosen play and activities.
- There are times when whole-group activities, such as outdoor play, are not consistently organised. Some younger children are affected by this and are less willing to take part.

What the setting needs to do to improve further

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

- sharply focus teaching opportunities during children's self-chosen play to help them make more rapid progress towards their individual learning goals
- prepare for whole-group activities in a more organised way, to enable younger children to fully develop the confidence to take part.

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 children and staff throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff.
- The inspector obtained written feedback from parents, spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The manager is dedicated and passionate about helping children to reach their full potential and enjoy their learning. She prioritises their safety and well-being effectively. For example, she checks staff have risk assessed the outdoor area before it is used. Safeguarding is effective. The manager has procedures to follow to safely recruit new staff members and has attended in-depth training for child protection. Staff have a thorough understanding of what to do if they have concerns about children's welfare or staff's practice. The manager holds regular meetings with staff to reflect on practice and monitor children's progress. This has helped her to identify potential gaps in children's learning and support the well-qualified staff team to develop their skills and improve practice.

Quality of teaching, learning and assessment is good

Staff provide safe and stimulating environments for children indoors and outdoors. They work extremely hard each morning to set up activities which capture children's interests. For example, children thoroughly enjoy using the range of electronic tablets independently and develop their understanding of how things work. Staff challenge children to develop their mathematical and small-muscle skills as they use tweezers to pick up and name numerals in trays. Children's learning is regularly observed by staff and they complete detailed assessments which are shared with parents. This helps staff to plan the next steps in children's learning and share information with other settings children attend, such as school.

Personal development, behaviour and welfare are good

Staff use effective amounts of praise and support to help children develop confidence in their own abilities. Children show they feel safe with staff and are confident to ask for help when they need it. Staff provide opportunities for children to learn about exercise and how to be healthy. For example, children enjoy a dancing session and staff enthusiastically model actions to them and they check their heartbeats at the end. Settling-in procedures are robust and staff collect a range of information about children's care needs, likes and dislikes. For example, staff research and celebrate any festivals which reflect children's backgrounds, such as Eid. This helps to promote inclusion and teach children how to respect other people and learn about the wider world.

Outcomes for children are good

Children make good progress in relation to their starting points and the majority are working within the stages typically expected for their ages. Children who have areas of slower progress are identified quickly and supported by staff to close potential gaps in their learning. Older children show readiness for starting school and are beginning to develop good social skills and an awareness of behavioural expectations.

Setting details

Unique reference number	EY494763
Local authority	East Riding of Yorkshire
Inspection number	1028887
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	21
Number of children on roll	25
Name of registered person	Flamborough Pre-School Committee
Registered person unique reference number	RP907722
Date of previous inspection	Not applicable
Telephone number	07482641114

Flamborough Pre-School registered in 1992 and re-registered in 2015 due to a change of premises. The provider employs four members of childcare staff, all of whom and including the manager, hold appropriate early years qualifications at level 3 or above. The pre-school opens on Tuesdays, Wednesdays and Fridays from 9am until 3pm, and on Thursdays from 9am until 12.15pm, during term time only. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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