

Riccall Pre-School

Riccall Cp School, Coppergate, Riccall, YORK, YO19 6PF



Inspection date

24 April 2018

Previous inspection date

26 September 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

- Strong leadership and effective self-evaluation have enabled the pre-school to maintain its good-quality service since the last inspection. The views of staff, parents and children are valued and acted upon as part of the self-evaluation process.
- Partnerships with parents are strong. Parents appreciate the availability of staff to discuss their child's learning and development. They are pleased that their children are extremely happy, relaxed and well cared for. Parents value the advice given by staff on how to support learning at home.
- Staff display high-quality teaching skills. They engage children in rich learning opportunities and motivate them to learn. Staff effectively question children to help them develop their thinking skills and to promote their widening vocabulary.
- Staff use their good understanding of how young children learn to monitor children's progress effectively. They use their observations of children's development to make accurate assessments and identify what children need to learn next.
- Staff give children lots of praise and reassurance, and encourage children to behave well. Staff are caring and warm, and have high expectations for all children.

It is not yet outstanding because:

- Sometimes, staff do not make the most of opportunities to challenge older and most-able children's understanding of wider mathematical concepts, such as estimation and prediction.

What the setting needs to do to improve further

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

- enhance opportunities for older and most-able children to develop a greater understanding of wider mathematical concepts, such as estimation and prediction.

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

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend training and discuss issues related to safeguarding regularly in staff meetings. They know the procedures for reporting and recording any concerns regarding the welfare of children and use these procedures appropriately. The manager follows safe recruitment practices to ensure only those who are suitable to work with children do so. Staff have individual supervision meetings with the manager where they can discuss their strengths and identify development opportunities. The manager continues to source training that helps staff to build new skills and to support children's learning. For example, training has helped staff to review how they promote boys' early writing skills. The manager regularly monitors the quality of teaching and the progress children make. Any gaps in children's learning and development are quickly identified and swift action is taken so that children receive the support they need.

Quality of teaching, learning and assessment is good

Staff provide children with a wealth of opportunities to make marks using different implements. This helps to support their excellent early writing skills. Staff teach older children to write their names and simple words accurately. Older children recognise sounds and how to blend them together to make simple words. Staff promote children's creativity and imagination. For example, children use a wide range of recyclable materials to create interesting models. They talk excitedly about being 'pirates' and digging for treasure and gold coins in the soil. Staff play alongside children to enhance their learning. They use demonstration, a running commentary and an excellent range of questioning techniques to enhance children's language and communication skills.

Personal development, behaviour and welfare are good

Good relationships between staff and children ensure there is a happy atmosphere in which children are keen to learn. Children's behaviour is good. They learn about respecting and valuing each other. Children follow the good examples and positive role modelling of staff. Staff support children's independence extremely well. Children learn to wash their hands before eating and competently unwrap their own packages from their lunchboxes. They enjoy daily opportunities for fresh air and exercise in the outdoor area. They balance using crates and climb safely as they develop a good awareness of others.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning and development. Children are well prepared for their move on to school. They demonstrate perseverance as they work together to solve practical problems in their play. For example, they work together to steady a large tube before pouring water into it. Children show great excitement when they finally achieve what they set out to do. They listen attentively to stories and join in with songs and rhymes. Children learn about numbers, counting, shapes and size in everyday activities.

Setting details

Unique reference number	EY405117
Local authority	North Yorkshire
Inspection number	1105074
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	52
Name of registered person	Riccall Pre-School
Registered person unique reference number	RP529504
Date of previous inspection	26 September 2014
Telephone number	01757249792

Riccall Pre-School registered in 2010. The pre-school employs 14 members of childcare staff. Of these, two hold qualified teacher status, one holds early years professional status, one holds an appropriate early years qualification at level 5, seven hold appropriate early years qualifications at level 3 and one at level 2. The pre-school is open each weekday from 8am to 3pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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