

# Pickering Pre-School Playgroup

Hall Garth, Pickering, North Yorkshire, YO18 7AW



<b>Inspection date</b>	2 May 2018
Previous inspection date	26 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 make good progress in their learning and development. Staff know children well and plan effectively for their individual needs.
- The manager monitors children's progress closely. Emerging gaps in children's learning are promptly targeted. Links with outside professionals are well established and support all children to reach their full potential.
- Children are confident and motivated to learn. They excitedly arrive to start their session and immediately settle, choosing from a wide range of learning opportunities and activities. Staff are always close by to support and extend children's learning.
- Staff create warm and trusting relationships with children. They understand children's individual needs and promote their emotional well-being very well.
- The manager supervises her staff team well. She values each individual staff member and supports them to gain higher qualifications in childcare subjects. In addition, staff have a positive attitude to further developing themselves professionally.

### It is not yet outstanding because:

- At group times, staff do not fully consider the impact of noise levels on children's ability to concentrate.
- Staff do not consistently share information about individual children's learning with parents to further complement learning at home.

## What the setting needs to do to improve further

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

- review the organisation of activities and help children to concentrate more easily
- explore more ways to share information with parents to help them further support their child's learning at home.

### 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 had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's development records, policies, procedures, recruitment records and evidence of the suitability of staff working in the setting.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are vigilant and deployed effectively to care for and supervise children as they play and learn. The premises are secure and staff complete daily risk assessments to ensure children's safety. All staff have effective safeguarding knowledge. They know how to report any concerns they may have about children's welfare. Arrangements for safeguarding are effective. The manager supports staff to raise the quality of their teaching. She observes them playing with children and offers advice on how to develop their teaching skills to further improve outcomes for children. Staff attend regular staff meetings and supervision meetings where, as a team, they drive continuous improvement. Development plans are created by the manager who regularly sets and reviews the challenging but realistic targets. Partnerships with parents are well established, overall. Parents' views on the setting are regularly obtained and valued.

### Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge of how children learn very well. They plan challenging activities for children which they thoroughly enjoy. For example, children pretend to buy shoes from the role-play shoe shop. Staff encourage them to count the individual shoes before extending this to count in pairs, this helps promote their mathematical development. Staff ask meaningful questions to help promote children's thinking skills. They introduce new words to help extend children's vocabulary. The manager has forged strong links with the local schools and understands the vital skills children require to be ready for their next step in learning. She shares assessments with teachers to help give children a good start at school.

### Personal development, behaviour and welfare are good

Staff give children lots of attention and have recently attended training on attachment and how to create strong bonds with them. They have reviewed their practices to make children feel even more welcome and have a good sense of belonging. Children behave very well and are supported to understand their feelings as staff use positive, consistent strategies. Children's care needs are effectively met. For example, staff understand children's dietary needs and provide a wide range of nutritious snacks with milk and water to drink. Staff ensure children have access to the outdoors daily even in inclement weather. Children are appropriately dressed for the season and explore physical activities outside.

### Outcomes for children are good

All children are prepared for their eventual move to school. They are confident and actively participate in their learning. Children have bubbly personalities and are confident to speak to adults. They make friends easily and enjoy creating games together. Children develop a sense of responsibility and they tidy away and care for the resources in the setting. They have good imaginations and are creative in their play.

## Setting details

<b>Unique reference number</b>	400311
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1103770
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Pickering Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP518657
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	0791 0147095

Pickering Pre-School Playgroup registered in 1992. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one member of staff with early years teacher status. The setting opens from Monday to Friday, term time only. Sessions are from 9am until midday with an optional lunch club from midday until 12.30pm Tuesday, Wednesday and Thursday. Monday and Friday the setting opens 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

