

The Avenues Playpen Pre-School

270A Victoria Avenue, Princes Avenue, Hull, East Yorkshire, HU5 3DZ



Inspection date

18 May 2018

Previous inspection date

18 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

- Staff assess children to effectively monitor their development. The key person of each child knows them well and plans activities to help close gaps in learning. This contributes towards children making good progress in their development.
- Staff help children to build secure attachments with them and create a nurturing environment. This helps children to feel emotionally secure and become confident and successful learners who have a positive approach.
- Children's behaviour is good. They play cooperatively and are kind and courteous to each other. Children happily share and take turns.
- Children's transitions to school are well supported. Good links with local schools that children move on to make a strong contribution to meeting their continuing needs.
- Staff understand their responsibility to promote children's safety. They assess risks daily and visitors from the fire service help to reinforce messages about staying safe.

It is not yet outstanding because:

- Self-evaluation does not fully include the views of parents to help staff accurately identify areas for further improvement.
- Staff do not always involve parents fully in their child's learning so that they can work together to help children make even better progress.

What the setting needs to do to improve further

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

- strengthen the system for self-evaluation so that all parents' views are considered when reflecting on practice and when considering future improvements
- provide greater opportunities for parents to share more detailed information about children's capabilities on entry and for them to be fully involved in supporting children's ongoing learning and development.

Inspection activities

- The inspector spoke with staff and children during the inspection. She completed a joint observation with the pre-school manager.
- The inspector sampled children's observations, planning and children's development folders.
- The inspector checked evidence of the staff's suitability, qualifications, policies, and procedures and discussed methods used to self-evaluate. She spoke to parents to seek their views and comments.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She viewed all areas of the premises used by the children.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good awareness of the signs and symptoms that indicate that a child may be at risk of abuse or neglect. They attend training and have a good understanding of the procedure to promptly report any child protection concerns. Staff have many years experience and the majority of staff have been at the pre-school for many years. Staff's performance is monitored through supervisions and informal observation of practice by the manager. Staff review the pre-school and discuss aspects that will help improve the service for children and families, overall. For example, staff recognised that they could improve the support in place for children who speak English as an additional language further. Therefore, a member of staff attended training and will cascade this new knowledge to other staff. The parents feel welcome in the nursery and know who their child's key person is.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting activities that children thoroughly enjoy. For example, children pretend to make soup in the mud kitchen. Staff provide good commentary as they interact with children's play which helps to enhance their communication and language skills. Children develop early literacy skills. They enjoy listening to well-read stories. During stories, staff provide props to help engage and motivate the children further. Children focus well, play collaboratively during activities and are inquisitive and keen to learn new things.

Personal development, behaviour and welfare are good

Children are happy and settled and form secure relationships with staff. Staff promote good, healthy lifestyles. For instance, children enjoy healthy snacks and benefit from having access to plenty of fresh air and exercise. Children learn about where food comes from as they take part in growing fruit and vegetables in the pre-school garden. Staff encourage children to follow good hygiene procedures and to manage their personal needs. For instance, older children use the toilet independently. Children develop an understanding of themselves as well as learning about the similarities and differences between others.

Outcomes for children are good

Children have a positive attitude to learning and are confident when selecting resources from the stimulating environment. They develop good skills for their future learning and for moving on to school, such as good mathematical skills. Children count as they play and use mathematical language. Children make good progress in their learning and development. Any gaps between the attainments of groups are closing because of effective assessments and early intervention. This includes children who speak English as an additional language and those whose development is identified as less than expected.

Setting details

Unique reference number	510006
Local authority	Kingston upon Hull
Inspection number	1103872
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 - 4
Total number of places	30
Number of children on roll	29
Name of registered person	Patricia Mair Tweddell
Registered person unique reference number	RP907910
Date of previous inspection	18 September 2014
Telephone number	01482 493306

The Avenues Playpen Pre-School registered in 1994. The pre-school employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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