

Leconfield Pre-School

Leconfield School, Arram Road, Leconfield, East Riding of Yorkshire HU17 7NP



Inspection date	7 December 2018
Previous inspection date	5 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The manager and staff constantly evaluate the pre-school and reflect on their practice. They are in the process of making the book area cosier and more inviting for children to take a moment to unwind and feel peaceful. The manager and staff consider ways to enhance children's emotional well-being further.
- The manager and staff have formed proactive working partnerships with teachers from the school on the same site. They provide children with good levels of consistency in their learning and prepare them well for their future education.
- Children enjoy listening to songs full of rhyme and repetition. They fill in missing words as staff pause in their singing. Staff enhance all children's communication development well, including those who speak English as an additional language.
- Partnerships with parents are good. Parents explain how the newly introduced electronic system allows them to see and contribute to their child's learning daily. Children make good individual progress from their starting points.
- Children learn to share, take turns and enjoy an activity with friends. For instance, boys enjoy working together to fill the dumper truck with sand. Staff nurture friendships and encourage children to play cooperatively. Children behave well because they are busy, engaged and happy in their play.
- Children have opportunities to go on local nature walks and outings further afield. They visit the beach and nearby farms. Children learn about their own community and the wider world.
- Staff acknowledge children's home cultures extremely well. Children gain very positive attitudes to others as they learn about the lives of people who are familiar to them.
- At times, staff do not observe and listen to children carefully to reshape their spontaneous play activities. They do not always use what they know about children's individual learning styles to extend and challenge their learning effectively.

What the setting needs to do to improve further

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

- support staff to be more perceptive to children's individual learning styles and emerging interests and to make the most of spontaneous teaching opportunities, to build on children's learning further and challenge them to make rapid progress.

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.
- The inspector spoke to a number of parents and grandparents during the inspection and took account of their views.

Inspector

Jane Tucker

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good knowledge of the possible signs and symptoms of abuse. They know how to recognise when a child might be at risk of harm, such as from extreme behaviours and views. The manager and staff understand the procedures to follow if they have a concern about a child's welfare. Safe recruitment practice helps to ensure that staff are suitable to work with children. The manager provides good guidance and support to the staff team and carries out regular supervisory sessions. She evaluates the quality of staff's practice well, which helps them to continually raise their already good-quality teaching. The manager effectively tracks children's progress and targets areas for improvement in a timely way. Staff have recently attended training and redeveloped learning areas to support children's development in mathematics further. Gaps in children's understanding of number, shape, space and measure are now closing.

Quality of teaching, learning and assessment is good

Staff provide a welcoming environment for children that offers good opportunities for them to learn and explore. There is a strong focus on child-led learning, which allows children to follow their interests in play. Children enthusiastically join in with activities that help to promote their sensory exploration and small-muscle skills. They dip rollers into paint to make marks on paper and manipulate play dough with their hands. Children enjoy creative play and choose resources to design their Christmas tree shaped card. They recognise shapes, such as a circle, and make links in their learning. For instance, children know that the round sequin is the same shape as a doughnut. Children name colours as they sprinkle glitter onto their design.

Personal development, behaviour and welfare are good

Staff greet children warmly on arrival. Children independently hang up their coat, find their name card and place this on the board. They know the routine well and quickly settle into activities of their choice. Staff promote children's health well. Children learn about healthy food choices and enjoy nutritious snacks of fruit, yoghurt and milk. Staff ensure that children have daily access to the outdoor area. Children test their physical skills and reactions as they move wheeled toys around the other resources and their friends. They are confident to learn to take measured risks. Children stand on a balance board and use controlled movements to roll a ball from one side to the other, all under close staff supervision. Staff praise children's achievements and perseverance, which helps to raise their self-esteem.

Outcomes for children are good

Children benefit greatly from the opportunity to spend time in small groups. They are self-assured to stand to talk to their friends about activities they are involved in at home, such as horse riding. Children confidently ask for help when needed; for instance, when they put on dressing-up clothes for role play. They pick up small sequins between finger and thumb and stick them to their creative work. Children gain good hand-to-eye coordination skills and small-muscle development in preparation for later writing. They develop many skills to prepare them for their move on to school.

Setting details

Unique reference number	314670
Local authority	East Riding of Yorkshire
Inspection number	10086149
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	16
Name of registered person	Leconfield Pre-School Committee
Registered person unique reference number	RP904008
Date of previous inspection	5 July 2016
Telephone number	01964551061

Leconfield Pre-School registered in 1972. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from 8.45am to 3.45pm Monday and Tuesday, and from 8.45am to 11.45am on Wednesday, Thursday and Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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