

# Holgate Preschool

Holgate Methodist Church, Acomb Road, York, North Yorkshire YO24 4AE



<b>Inspection date</b>	8 January 2019
Previous inspection date	15 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The manager has not considered or assessed the risks to children's safety when other building users are present and children are in the pre-school. She is unable to demonstrate how these risks are managed effectively.
- On occasions, the manager has not monitored assessments of children's progress on the online system. This means they are not always precise and accurate.

### It has the following strengths

- The quality of teaching is consistently strong. Staff encourage children to learn through their play and provide interesting and stimulating activities. Children show increasing levels of concentration and persevere to develop their skills.
- Staff provide regular opportunities for parents to be involved in their children's ongoing learning. They gather and share information which is used to plan the next steps in children's learning.
- The manager and staff team are good role models for children. They teach them to be kind, respectful and considerate towards each other. Children learn about their own community and other people in the world around them.
- Partnerships with other professionals, such as speech and language therapists, are effective. This helps to promote continuity and staff work closely with them to support children with special educational needs.
- Staff are supported and valued in the pre-school. The manager provides regular training opportunities and supervision to help them develop their skills. This has a positive impact on children's progress.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop and implement ways to effectively assess specific risks to children's safety, particularly in relation to other building users, so this can be managed appropriately to ensure children's safety at all times.	29/01/2019

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

- enhance ways to monitor the assessments of children's progress so they are consistently accurate and precise.

### 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 pre-school's policies, children's learning books and evidence of the suitability of staff working in the pre-school.
- The inspector obtained written feedback from parents, spoke to a number of parents during the inspection and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager has not completed risk assessments specifically in relation to other building users and the security of the premises when children are present. For example, she is not always aware of other groups in the building and some toilet facilities are shared. However, staff deployment is highly effective and the level of supervision is very good. This means children are not at significant risk. Safeguarding is effective. The manager has robust procedures to follow for safer recruitment and staff know how to report concerns about children's welfare. Overall, the manager monitors the progress children make using tracking assessments, and uses this information to identify areas of slower progress. Staff use the skills gained from communication and language training to support children to close gaps in this specific area of their development.

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

Staff in the pre-school have an excellent knowledge of how to help children make the best possible progress. They make careful observations of children's play and interests, and use these to enhance their learning. For example, older children show particular interest and skill in identifying letter sounds. Staff find new resources to provide further challenge during one-to-one time and children delight in finding new letters and writing them down. Other children use scissors safely in the creative area and ask staff to help them find their favourite character on the computer to develop their ideas further. Younger children develop good physical skills as they learn how to use the bikes outside and show enjoyment as staff play football with them. Parents are particularly pleased with the progress their children make and the good level of staff engagement with children.

### Personal development, behaviour and welfare require improvement

The environment is welcoming, well resourced and stimulating for children. However, the manager has not considered the impact of other building users on children's safety. Children have developed secure bonds with their key person and the staff team. Staff know them very well and meet their individual needs effectively. Children have good levels of independence and staff reflect on and make changes to their practice to encourage this further. For example, they have reviewed snack time so children pour their own water and choose their own fresh fruit. This helps them to understand how to make healthy choices and follow good hygiene routines. Staff use regular praise to help children feel proud of their achievements and understand the things they have done well. Children's behaviour is very positive and they show confidence in their own ability.

### Outcomes for children are good

Children make good progress across all areas of their learning. Some older children show exceptional literacy and mathematical skills and are well prepared to start school. Children with special educational needs make rapid progress, particularly in their personal, social and emotional development, and gaps are closing. Children are motivated and show enjoyment in their learning.

## Setting details

<b>Unique reference number</b>	321496
<b>Local authority</b>	York
<b>Inspection number</b>	10071441
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Holgate Pre-School Committee
<b>Registered person unique reference number</b>	RP903925
<b>Date of previous inspection</b>	15 June 2015
<b>Telephone number</b>	07957101801

Holgate Preschool registered in 1992. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the manager. Two staff members have foundation degrees and one has qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 2pm. The pre-school 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.

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