

West Thorpe Pre School Playgroup

West Thorpe Methodist Church, West Thorpe, Dringhouses, York, North Yorkshire YO24 2PN



Inspection date	11 March 2019
Previous inspection date	21 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Staff have highly successful partnerships with other professionals that are helping to improve outcomes for children. They work well with other settings to actively promote the raising of standards for care and learning across the local area. Staff share information about the priorities for learning to ensure children are ready for school.
- Staff frequently seek feedback from parents and children so that they can share their views. Parents comment that staff are supportive and welcoming. Parents attend stay-and-play sessions where they can work with their children and find out how to support learning at home.
- Staff implement highly effective monitoring of individual and groups of children. They identify and address any gaps in achievement quickly. Staff use additional funding well to help gaps in attainment close. Parents share their aspirations for their children and are involved in monitoring their children's progress.
- Staff implement an effective key-person approach. This helps children to form secure emotional attachments from the start. They support children's move into the setting and on to school very well.
- Staff are good role models. They support children to behave well through clear guidance and explanations. Children have good social skills and are supported well to build relationships.
- The manager does not use her findings from evaluations as well as possible in order to focus staff's professional development and precisely target their individual training needs. This means that not all staff develop their teaching to a high standard rapidly.
- Staff do not share future learning experiences consistently with parents in order to ensure they have a good understanding of what is planned to support their children's next steps in learning.

What the setting needs to do to improve further

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

- use findings from the evaluation of staff's practice to sharply focus professional development and precisely target staff's individual training needs to help them raise their standard of teaching to the highest level quickly
- strengthen communication with parents even further so they are well informed about what future learning opportunities are planned for their children.

Inspection activities

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

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager implements effective recruitment and induction procedures to check the suitability of staff and members of the committee. She ensures all staff understand their role in protecting children through regular training and updates. The well-qualified staff team provide a broad and interesting range of learning experiences for children. They link with other providers to share good practice. For example, staff are exploring more ways to make the pre-school environmentally friendly and to recycle more. Overall, staff deliver activities well to target children's individual needs. Children with special educational needs and/or disabilities receive excellent support. They make rapid progress from their starting points. Staff promote highly successful partnerships with other settings children attend. This shared approach supports continuity in children's learning well.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They gather information about children's starting points and interests from parents. They complete regular observations to identify children's next steps in learning. Staff use the information well to make accurate assessments of children's ongoing learning and to inform planning. Staff make learning fun. Generally, activities capture children's interests and keep them motivated. For example, children enjoy developing storylines during imaginative play. They decide which characters they want to be. Staff help children to make connections to their own real-life experiences. Staff promote communication and language extremely well using a variety of methods. They introduce new words, such as 'slimy' and 'lumpy', to help children develop a wide vocabulary and describe what they are experiencing.

Personal development, behaviour and welfare are good

Children are happy and confident. They enjoy their time at pre-school. They have strong relationships with staff and good friendships with other children. Staff teach children the importance of listening, sharing and taking turns. They help children develop a good understanding of healthy lifestyles. Children enjoy outdoor activities in all weathers. Staff encourage them to solve problems. For example, children work out that they need to roll the logs for their den because they are too heavy to lift. Children learn to stay safe and assess risk. Through role play and discussions, they learn about people who are there to help them.

Outcomes for children are good

Children are stimulated and keen to learn more. They make good progress from their starting points. Children develop independence in personal care routines ready for the move to school. They enjoy early reading and practise early writing skills. Children develop their mathematical knowledge well. They look for shapes in the environment and begin to identify numbers. Children learn about similarity and difference. They are polite, tolerant and respectful.

Setting details

Unique reference number	321625
Local authority	York
Inspection number	10085041
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	35
Number of children on roll	51
Name of registered person	West Thorpe Playgroup Committee
Registered person unique reference number	RP518366
Date of previous inspection	21 June 2018
Telephone number	07934421390

West Thorpe Pre-School Playgroup registered in 1992. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The pre-school opens during term time only. Sessions are Monday, Tuesday and Thursday from 9am to 3pm and Wednesday from 9am to midday. It is closed on Friday. 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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

