

Hessle Pre-School Nursery

44 Ferriby Road, Hessle, North Humberside HU13 0HT



Inspection date	29 March 2019
Previous inspection date	11 December 2015

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

- Children clearly enjoy attending the nursery. The environment is a bright, homely and welcoming environment. Children are greeted by staff who are genuinely delighted to see them. They benefit from positive interactions with staff. Children demonstrate high levels of self-esteem and confidence and all ages of children behave well.
- The well-qualified staff demonstrate consistently good-quality teaching practice across all rooms. They are enthusiastic, animated and their passion for their roles is evident. Children benefit from teaching that is well planned and delivered with knowledge, confidence and dedication.
- All children make good progress in relation to their starting points, including those who receive funded early education. Staff monitor children's progress using a detailed system that helps pinpoint and target any gaps in their learning.
- Staff provide pre-school children with some opportunities to learn about the wider world they live in. For example, they occasionally visit the local allotments and shops. However, younger children, in particular, have fewer opportunities to build on their knowledge of people and the community they live in, beyond their immediate experience.
- Managers strive to make continual improvements to the overall quality and standards of the nursery. They are a close-knit team that supports and involves all staff, children and parents in the process of self-evaluation. Managers have identified staff training as an area for improvement and have recently installed an online training system. However, they have not yet fully implemented plans to use this as part of a wide-ranging approach to continued professional development.

What the setting needs to do to improve further

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

- increase opportunities for all ages of children to develop a greater awareness of people and the community they live in and to extend their understanding of the wider world beyond their immediate experience
- continue to implement plans to extend staff's professional development, to strengthen further the already good teaching and leadership strategies to the highest possible level.

Inspection activities

- The inspector held discussions with a number of parents. She considered their opinions of the key-person system, children's progress and their general views.
- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the managers, staff and children at appropriate times during the inspection. She held discussions with the managers and staff about their supervision, qualifications and training.
- The inspector looked at children's records, policies and procedures and evidence of staff suitability. She spoke to managers about the overall quality of the nursery and the process of self-evaluation.
- The inspector engaged in a joint observation of an adult-led activity with one member of the management team.

Inspector
Karen Tyas

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The premises are kept safe and secure at all times. All staff have a good understanding of child protection issues. They understand the process to follow if they have any concerns about children's welfare. Staff identify and minimise potential hazards to children's safety. Managers use a rigorous recruitment and vetting process, to ensure that staff are suitable to work with children. They ensure that all staff have regular opportunities for supervision and support. Staff complete all mandatory training, such as paediatric first aid. They work in partnership with other relevant professionals, such as Portage and local schools. Parents comment that they value and appreciate the contribution the setting makes to their child's learning and development.

Quality of teaching, learning and assessment is good

Staff use skilful questioning to extend children's thinking skills and incorporate mathematical words and language during group activities. They teach children that print has meaning in a variety of ways. Staff provide mark-making opportunities throughout the day and children recognise their names on coat pegs and drinking cups. Staff encourage discussions when they read stories to children. They take part in children's lively descriptions about the characters in books. This helps to support children's growing communication and language skills and extend their vocabulary. Staff use their knowledge to plan challenging and stimulating activities that motivate children and enthuse their learning. The nursery is set within spacious and mature gardens that are surrounded by trees and shrubbery. This provides children with enchanting spaces where they extend their understanding of the natural world as they explore.

Personal development, behaviour and welfare are good

Staff use praise as one strategy to help promote children's emotional well-being. The established key-person system is effective and children settle quickly when they first attend the nursery. Children of all ages demonstrate charming bonds and affection towards staff members. Staff attend swiftly to children's personal care needs, such as nappy changes. Children develop the skills they will need for future independence. Pre-school children place knives and forks on tables ready for lunchtime and serve their own healthy snacks. Staff encourage children to be able to dress themselves and use the toilet unaided, in preparation for the move on to school. Babies and toddlers explore natural resources and have quiet times to rest and sleep. Children laugh and squeal with excitement during physical play that helps refine their physical skills and promotes their self-confidence and resilience. They help build an outdoor obstacle course and cheer in celebration as they successfully reach the end of the course.

Outcomes for children are good

Children are prepared well for the next stages in their learning. They listen to instructions, concentrate on tasks and are inquisitive. Children develop social skills and learn to recognise and manage their own emotions. Children share resources and are well mannered and respectful of others. All children are clearly happy, content and have immense fun. They are busy, inquisitive and industrious learners who develop a love of learning and exploration.

Setting details

Unique reference number	314646
Local authority	East Riding of Yorkshire
Inspection number	10062756
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	42
Number of children on roll	82
Name of registered person	Hessle Pre-School Nursery Group Limited
Registered person unique reference number	RP527846
Date of previous inspection	11 December 2015
Telephone number	01482 643565

Hessle Pre-School Nursery registered in 1994. The nursery opens all year round from 7.30am to 6pm, Monday to Friday. It employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 to level 3 and one of the managers holds a relevant level 4 qualification. The nursery receives funding to provide funded early education for two-, three- and four-year-old children.

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