

Leven Pre-School

Leven Sports Hall, North Street, Leven, East Riding of Yorkshire HU17 5NF



Inspection date	2 April 2019
Previous inspection date	2 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team operates an effective staff development strategy, ensuring that opportunities are readily available for practitioners to build their professional knowledge and skills. This helps to improve the teaching and positively impacts on the children's learning.
- Managers and practitioners are positive role models. They teach children how to treat others with courtesy and respect. Children develop good manners and understand the importance of sharing with their friends.
- Relationships between staff and children are very positive. This contributes to children's high levels of emotional development and overall learning.
- The manager and practitioners take time to engage parents and capture their views. This helps to support children's continuity of learning and has a positive impact on the families and children that attend the pre-school.
- A well-established key-person system helps promote children's welfare and emotional development well and children form very secure attachments.
- The manager and deputy manager are providing a clear vision of what they want to achieve and communicate this well to all staff. They engage with the local authority to help staff to raise the quality of care and learning opportunities for all children.
- Strategies to support and train committee members are not yet fully effective to ensure that children's learning and development are maintained at the highest standards.
- The staff need to continue to develop the monitoring system of tracking children in specific groups to enable staff to extend the outcomes of all children to the highest level.

What the setting needs to do to improve further

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

- embed robust procedures to ensure that all committee members are effective in their role and are adequately trained for the roles that they undertake
- strengthen monitoring of the gaps in children's learning and development, to allow all children to develop to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning and development.
- The inspector spoke with the manager and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of the manager and staff.
- The inspector took account of the views of parents through verbal feedback provided during the inspection.

Inspector
Kirsty Capes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of what actions to take should concerns arise and are aware of the role they play in keeping children safe. Leaders have a very clear vision and focus for what they want their setting to be. This is communicated well to staff. As a result, staff know what steps to take to maintain teaching and learning to a high standard. Managers and leaders demonstrate the values and attitudes needed to create an effective work force. Staff confidently embed these values and consistently demonstrate positive attitudes. As a result, they act as positive role models to each other and to the children.

Quality of teaching, learning and assessment is good

The quality of teaching and learning is consistently strong. Practitioners have a good understanding of their key children's needs and interests. Children who have special educational needs and/or disabilities are being well supported to ensure that they are developing in line with their peers. Staff are exceptionally well prepared in supporting children's communication, speech and language. They know what children can do and what they need to do to prepare children for their stages of the learning journey. The pre-school values parental input into their child's learning. Parents contribute towards their child's learning and are kept well informed about what their child can do and how to promote their learning at home. All staff encourage children to have a voice in their play and decision making. Children are, therefore, confident in steering their own learning.

Personal development, behaviour and welfare are outstanding

Children and their families are very warmly welcomed into this setting. Staff are friendly and attentive to the needs of both children and parents. Children continually demonstrate excellent behaviour towards each other. They show courtesy to others and are aware of how others are feeling. Children's health, welfare and well-being are very effectively promoted. Staff are vigilant about children's needs and model excellent care and hygiene procedures. Children are also very much aware of this and can identify for themselves what actions to take. For example, the youngest children are aware of when to wash their hands and can independently do this. The staff make excellent use of their role as key persons, which contributes to the very high standards of social skills children establish.

Outcomes for children are good

Children are well prepared for the next stages of their learning. They are willing to 'have a go'. They work together to problem solve and are inquisitive in their learning. Children are confident to challenge each other. Staff nurture this well in all children and promote children to become independent in their learning. Children make at least the expected progress for their age and most children are making better than typical progress from their starting points. Children make choices in their play and manage their behaviour appropriately. They play with purpose and demonstrate an ability to concentrate and maintain engagement. Children are eager and keen and continually demonstrate the values and attitudes of active citizens in their own learning.

Setting details

Unique reference number	314671
Local authority	East Riding of Yorkshire
Inspection number	10062757
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	25
Name of registered person	Leven Playgroup Committee
Registered person unique reference number	RP906469
Date of previous inspection	2 July 2015
Telephone number	01964 503748

Leven Pre-School registered in 1992. It employs six members of childcare staff who have early years qualifications at level 3 or above. The manager currently holds a level 5 qualification. The pre-school operates Monday to Friday from 8.30am to 4pm, during term time and operates during the school holidays for over 45 weeks of the year. The pre-school provides funded early education for 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

