

Creykes Pre School

Village Hall, Station Road, Rawcliffe, East Yorkshire DN14 8QR



Inspection date	14 May 2019
Previous inspection date	9 March 2016

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

Summary of key findings for parents

This is a provision that requires improvement

- The manager has failed to maintain records to share with Ofsted and other professional bodies. In addition, she has not completed risk assessments following specific incidents.
- The manager does not have a thorough knowledge of how to follow safer recruitment guidelines. She does not complete health checks during the recruitment process or robustly monitor staff's health as part of her ongoing suitability checks.
- The key person system is not highly effective. Although children are assigned a key person, care is not always tailored to meet their individual needs and some children are unsettled.
- Staff do not consistently enhance children's self-chosen play. In addition, planned activities are not matched to meet children's individual learning goals, particularly the youngest children. This does not help them to make the best possible progress.
- Staff have not explored ways to engage all parents in children's ongoing learning and provide information about children's progress. Partnerships with parents are variable.

It has the following strengths

- Staff have worked hard to develop partnership working with other professionals to help close gaps in children's learning. Children with special educational needs and/or disabilities are supported to make good progress.
- Staff have recently developed the outdoor learning environment. They use their knowledge of children's interests to prepare experiences that they enjoy. Children are keen to join in with activities and show motivation to learn.

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
ensure that accurate information is recorded and maintained to share details of incidents upon request and take any action required, specifically risk assessments, to ensure the safe management of the setting	14/07/2019
develop and follow robust recruitment procedures to ensure the health of staff is reviewed on application and throughout employment, to ensure their suitability to work with children	14/06/2019
develop staff's understanding of the role of the key person, to ensure all children's individual needs are met swiftly	14/06/2019
improve the quality of staff's teaching during planned activities and children's independent play to ensure learning is purposeful, challenging and exciting.	14/09/2019

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

- extend ways to provide all parents with information about their children's learning and development to help them feel included and involved.

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 to the children and staff throughout the inspection.
- The inspector completed joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager and director. She looked at relevant documentation, such as the pre-schools 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 small 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 fully developed her knowledge of how to implement robust recruitment procedures, specifically in relation to staff's health. However, she has a good relationship with the small team and provides supervision to enable staff to talk to her about any sensitive issues if they need to. Safeguarding is effective. New staff are provided with clear procedures to help them understand their role to keep children safe. Staff have a good awareness of wider safeguarding issues. The manager encourages staff to access regular professional development opportunities. Staff have recently developed their skills to help them support children with special educational needs and/or disabilities. This has had a positive impact on children's progress and enhanced partnership working. The manager has started to evaluate feedback from staff and parents to help her drive improvements forward.

Quality of teaching, learning and assessment requires improvement

The quality of staff's teaching is variable and inconsistent. Staff supervise children's independent play indoors rather than engaging with them to provide challenge and to help them make good progress. For example, older children show interest in the trays with salt and begin to look at the different letters. However, they leave the activity quickly as staff do not help them understand what they need to do to further develop their early writing skills. In contrast, children with special educational needs and/or disabilities show enjoyment in their learning as they explore the dinosaurs outdoors. Staff model clear language to them and help them to develop their social skills during circle time. During planned activities, younger children are keen to explore the water, however, staff place more focus on keeping children dry and they lose interest. Although staff complete observations and assessments of some children's progress, staff do not keep all parents fully informed.

Personal development, behaviour and welfare require improvement

Key staff members do not effectively use their knowledge of children's preferences to meet their individual needs. For example, staff are aware of children who prefer to learn outdoors but do not use this knowledge to help distract them when they are upset. This means some children are unsettled unnecessarily for longer periods of time. Overall, children have secure bonds with staff and show they feel safe. Staff are positive role models and use praise to help children know what they have done well. This has a positive impact on children's behaviour. Staff encourage children to be kind to each other and support them to take turns as they use fishing rods to collect ducks from the paddling pool. Staff promote children's good health and hygiene. Children wash their hands before they eat and know to drink plenty of water throughout the day.

Outcomes for children require improvement

Children do not make enough good progress as a result of staff's teaching. Overall, children work in the stages typically expected for their age. However, children with special educational needs and/or disabilities make very good progress, particularly in their social skills. Older children develop some of the skills they need to start school. For example, they are confident and independent.

Setting details

Unique reference number	EY477794
Local authority	East Riding of Yorkshire
Inspection number	10075982
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	2 - 8
Total number of places	24
Number of children on roll	44
Name of registered person	Creykes Preschool
Registered person unique reference number	RP533696
Date of previous inspection	9 March 2016
Telephone number	07708178947

Creykes Preschool registered in 2014. The pre-school employs four members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 3, including the manager. The pre-school opens Monday to Wednesday, term time only. Sessions are from 9.15am to 3pm. The pre-school also offers a daily breakfast club from 7.30am to 9am and an after-school club from 3.30pm to 6pm. The pre-school supports children with special educational needs and/or disabilities. 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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