

# Stamford Bridge Pre-School

Low Catton Road, Stamford Bridge, YORK YO41 1DZ



<b>Inspection date</b>	18 June 2019
Previous inspection date	27 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff know children well. Overall, they make effective use of what they know about individual children to plan for what they need to learn next. This helps to motivate them to play and explore and all children make good progress.
- Children behave well. Staff are positive role models for children and help them to follow the rules and boundaries in the pre-school. They praise the children for their achievements. This helps to promote children's confidence and self-esteem.
- Children gain good independence skills. Staff encourage children to take responsibility for everyday tasks, which children complete confidently and adeptly. For example, they serve their own snack and tidy away after activities. This helps older children to practise skills that prepare them well for their eventual move to school.
- The environment is welcoming, bright and well resourced. Staff are friendly and caring. They are sensitive to children's differing developmental needs. Children enjoy attending. They build positive relationships with staff and settle quickly.
- On occasions, staff do not provide enough challenge to help older and more-able children to make the best progress.
- The professional development programme does not focus robustly on raising the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- provide older and more-able children with consistently higher levels of challenge to support more rapid progress in their learning
- build on the programme of continuous professional development so that the quality of teaching is constantly improving.

### 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 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 and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Staff use procedures, including risk assessment, to keep children safe. Leaders implement robust procedures to verify the ongoing suitability of staff. They have successfully created a culture of self-reflection and evaluation. Leaders continually seek feedback from parents, children and staff to form their future action plans.

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

Staff are qualified, knowledgeable and experienced. They make regular observations and assessments of children's learning and provide a broad range of stimulating activities for children of all ages, which motivates them in their play. For instance, staff help younger children develop their small-muscle skills as they experiment with mixing mud, water and sand. Staff interact positively with children and make good use of opportunities to challenge their thinking. For instance, as children use skittles, staff encourage them to think about why the bottom of the bottle is weighted with sand. Staff place a strong focus on building children's speaking and listening skills effectively. For instance, during small-group times, children have opportunities to hear and recognise rhyming words to help support their language and early reading skills.

### Personal development, behaviour and welfare are good

Care routines are tailored to each individual child. For example, toileting requirements are discussed with parents and children are supported effectively. Staff talk to children about the importance of washing their hands before eating. Snack time is used to talk about foods that are good for their bodies and that help them grow. Children enjoy daily exercise and outdoor play in the exciting and stimulating nursery garden. They develop large-muscle control as they manoeuvre cars and bicycles around the road signs. This helps to support their physical well-being. The garden areas provide opportunities for children to use their imagination in the play house.

### Outcomes for children are good

Children settle quickly to play and are motivated to learn. They concentrate and persevere to solve problems and are well prepared for future learning, including the eventual move to school. For example, children work out how high to build towers to make them the same height as themselves. Children are active learners and become engrossed in activities and concentrate for extended periods of time. For instance, children particularly enjoy spending time exploring through play as they access water for themselves from the water butt and add it to sand. They observe the changes and pour liquid through a colander.

## Setting details

<b>Unique reference number</b>	314733
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10070267
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Stamford Bridge Pre-School Committee
<b>Registered person unique reference number</b>	RP909023
<b>Date of previous inspection</b>	27 March 2015
<b>Telephone number</b>	07982 834159

Stamford Bridge Pre-School registered in 1974. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with an early years degree. The pre-school opens from Monday to Friday for 45 weeks of the year. Sessions are from 8am until 3pm on Monday, 8am until 5pm on Tuesday, Thursday and Friday and 8.30am to 1pm on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children

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