

Northstead Community Pre-School

Northstead Community Pre-School, Givendale Road, Scarborough YO12
6LG



Inspection date	24 June 2019
Previous inspection date	12 February 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders have reviewed and addressed the weaknesses identified at the last inspection. They have developed a process to promote the continuous improvement of practice which includes the views of parents.
- The manager has ensured that, overall, appropriate and relevant training opportunities are identified and provided for staff. The impact of training is monitored by the manager to ensure it benefits children who attend the setting.
- Children show perseverance and deep levels of concentration as they engage in the carefully planned activities the staff have provided for them. However, there are times in the day when children are required to sit down together in a large group. This activity interrupts children's enjoyment and choices about what they would like to do.
- Children are happy, confident and well-behaved. They demonstrate that they feel safe and secure in the setting. Staff promote positive behaviour. Minor changes to children's behaviour are sensitively addressed by staff in a calm and reassuring manner.
- Children have lots of opportunities to play outside throughout the day. This promotes their physical development. The staff offer children healthy snacks. However, they do not always promote the setting's healthy eating policy effectively, particularly during lunchtimes. This has an impact on children's physical and dental health.
- Staff work well with other professionals to promote children's well-being. This includes effective links with teachers when children are due to leave the setting to start school.
- All staff employed to work with the children are good role models. Support for staff is not always fully effective in ensuring all staff have a clear understanding of their role in supporting children.
- All children are making good progress and are ready for the next stages of their learning.

What the setting needs to do to improve further

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

- extend opportunities for children to enjoy independent play and learning without unnecessary disruption
- reflect on the effectiveness of the existing healthy eating policy to further promote children's health
- strengthen arrangements for supporting staff so they have a clearer understanding of their role in supporting children.

Inspection activities

- The inspector observed experiences for children in all areas of the setting, indoors and outdoors.
- The inspector spoke to children, staff and parents at appropriate times during the day.
- The inspector observed a sample of relevant documentation.
- The inspector held a meeting with the provider to discuss the leadership of the setting.
- The manager and the inspector jointly observed and evaluated an activity which children were involved in.

Inspector

Louise Goodger

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The designated person has improved her knowledge and understanding of the appropriate child protection procedures. The staff are supported by the manager to ensure they also have a sound understanding. This is monitored and tested to address any weaknesses or training needs. Bespoke training arranged by the committee has had a positive overall impact on the quality of teaching. The manager reviews the progress children make, and discusses this with staff. This ensures appropriate activities are planned which help children continue to develop. Children are highly engaged in activities which encourage problem-solving skills and cooperation. For example, some children decide they want to make a slide from a flattened cardboard box. Staff offer suggestions and prompts, but the children lead on the design and successful construction.

Quality of teaching, learning and assessment is good

Staff use effective questions and encourage children to think carefully about what might happen next. For example, while hunting for insects, children state they would like to find a dragonfly. Staff encourage them to think about where a dragonfly usually lives. Children are helped to consider which insects are more likely to be living in the outside area of the setting. Staff know the children well. They are aware of their next steps in learning and, overall, plan effectively to support their progress. Parents speak positively about the setting and attribute their children's development and readiness for school to the staff. They say they feel supported and informed about their children's time in the setting. They comment on the caring staff and how happy their children are here.

Personal development, behaviour and welfare are good

Children move independently around the setting. They demonstrate patience and negotiation skills when having to wait for their turn with a toy or when playing a game. Staff recognise when children feel anxious about leaving the setting for school and offer appropriate reassurance. For example, they have placed relevant pieces of school uniform in the role-play area. They also include photograph albums of the relevant schools in the book area. Staff work effectively within multi-agency teams to support children. This includes children with special educational needs and/or disabilities (SEND) and those who are being supported by local authority early help teams.

Outcomes for children are good

Additional funding to support children is used effectively. The positive impact this has is clearly demonstrated and recorded. Children who speak English as an additional language are well supported and are making good progress. Any identified gaps in development for these children, specifically in relation to speech and language, are rapidly closing. The small steps in progress for children with SEND are recorded and celebrated. Children are developing good social skills and are developing as independent learners. They leave this setting well prepared for school.

Setting details

Unique reference number	EY340794
Local authority	North Yorkshire
Inspection number	10098151
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	26
Number of children on roll	48
Name of registered person	Northstead Community Pre-School Committee
Registered person unique reference number	RP904548
Date of previous inspection	12 February 2019
Telephone number	01723 370 930 381 989

Northstead Community Pre-School registered in 2006. It is situated in Northstead Methodist Church Hall on the north side of Scarborough. It opens from 9am to 3.15pm on Monday, Tuesday, Wednesday and Friday during term time. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including the manager who holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

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