

# Priory Lane Pre-school

Manor Farm Childrens Centre, Priory Lane, Scunthorpe DN17 1HE



## Inspection date

3 July 2019

## Previous inspection date

13 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

- The committee and manager have, since the last inspection, made suitable improvements to help ensure that children are fully safeguarded. For example, systems for notifying Ofsted and the designated safeguarding officer have been reviewed. Staff training has been implemented to support staff to take decisive action should they have concerns about the treatment of a child by a colleague.
- Staff are good role models. They teach children to build friendships and to behave well. Children play cooperatively together. They learn to take turns and to be polite, and are beginning to learn to show respect and tolerance for each other.
- Children make good progress during their time in the pre-school. Staff accurately assess their individual starting points and build on these well. Children are successfully prepared for their future learning, including starting school.
- The committee and manager work together to successfully evaluate the quality of provision. The views of parents are welcomed as part of developing the service further. For example, following parents' requests, waterproof clothing has been purchased to further support outdoor learning opportunities.
- Staff meet the needs of children with special educational needs and/or disabilities well. Additional support is put in place quickly to help them make consistently good progress.
- Sometimes, adult-led group activities do not suit the differing needs of all the children taking part.
- Staff do not make the most of opportunities for children to find out about their local or wider community.

## What the setting needs to do to improve further

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

- improve the planning of adult-led group times and adapt these experiences to suit the different abilities and needs of the children
- build on opportunities for children to learn more about their local and wider community.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at different times throughout the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.

#### Inspector

Peter Towner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the possible signs of abuse. They know what action they must take if they have a concern about children's welfare. The manager deploys staff well throughout the pre-school to supervise children, indoors and outdoors. Appropriate risk assessments help to ensure that children are safe. The manager and committee recruit and supervise staff effectively. They support all staff to improve their practice. For example, staff are confident and consistent in managing children's behaviour. Peer and management observations mean that staff have regular opportunities to build on their teaching skills. They discuss their performance at supervision meetings and agree targets for their own learning. The manager and staff closely monitor children's progress. They swiftly address any gaps in children's learning. Additional funding is used effectively to help support good outcomes for children. Parents are very complimentary about the staff and the quality of care given to their children.

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

Staff are well qualified and experienced. They guide and extend children's learning skilfully. Communication between staff and children is purposeful and expressive. Staff teach children how to listen to the sounds of words and how to use different words in sentences. This helps children who speak English as an additional language to learn words in English effectively. Staff encourage children to extend their vocabulary with confidence. For example, staff come alongside young children and explain what they are doing. They use positional language, such as 'forward' and 'backwards' to help children think about direction. Children sing rhymes and action songs to improve their fluency of speech. They count and use mathematical language in everyday activities. For example, younger children recognise colours and some shapes and older children confidently count in sequence.

### Personal development, behaviour and welfare are good

Settling-in procedures are well planned and help children to become familiar with staff. For example, staff visit children in their homes and establish secure starting points for children's learning and development. They observe children at play and discuss children's needs and interests with parents. Children enjoy their time at the pre-school. Staff provide a range of stimulating outdoor play experiences for all children. This contributes to their physical well-being and curiosity. For example, children use ride-on toys, and explore the 'bug hotel' They grow a wide variety of fruit and vegetables and show delight as they harvest the radishes. Children demonstrate their independence well. They pour their own drinks, clear away the table and wash up plates after snack time.

### Outcomes for children are good

All children make good progress from their different starting points. They are learning many skills to help prepare them for their move to school. For example, children learn to listen and pay attention to adults and follow instructions during everyday routines. Children form secure attachments with staff and develop positive friendships. This supports their confidence to learn and explore. Children recognise letters that form their names and practise writing these daily.

## Setting details

<b>Unique reference number</b>	EY552880
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10100012
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Priory Lane Pre-school Committee
<b>Registered person unique reference number</b>	RP519401
<b>Date of previous inspection</b>	13 February 2019
<b>Telephone number</b>	07591 531244

Priory Lane Pre-school registered in 2017. The pre-school employs seven members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and one holds a qualification at level 6. The pre-school opens during term time only. Sessions are on Monday, Wednesday and Thursday from 9am until 3pm and on Tuesday and Friday from 9am until midday. 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.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

