

Sheriff Hutton Pre School Playgroup

Sheriff Hutton Primary School, West End, Sheriff Hutton, YORK YO60 6SH



Inspection date	10 July 2019
Previous inspection date	1 March 2016

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has created a culture of strong teamwork among staff. The well-established staff team is motivated and extremely nurturing towards children and their families.
- Staff plan a good variety of interesting and challenging activities for children. With support from the manager, they address any gaps in children's learning swiftly. This enables all children, including those with special educational needs and/or disabilities, to make good progress from their individual starting points.
- Parents are kept well informed about their children's care and learning. They are very happy with the service provided by the pre-school. Parents praise the close bonds their children have developed with the kind, caring and supportive staff.
- The pre-school works in partnership with additional settings that children attend. This helps to provide continuity in children's care and learning.
- Children are supported well as they prepare to move on to school. Staff arrange visits from teachers. Information about children's development is shared, which helps to promote a seamless transition.
- Staff plan various activities to support children to learn about the world around them. Children enjoy going on nature walks in the local community and learn about different cultures and celebrations.
- Staff have not considered further ways to extend children's skills in using information and communication technology.
- Staff do not consistently extend children's understanding of counting and numbers to the highest level, to further support their mathematical development.

What the setting needs to do to improve further

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

- increase opportunities for children to extend their skills in using information and communication technology
- enhance children's understanding of counting and numbers to support their mathematical development further.

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 at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand their roles and responsibilities to safeguard children. They know the signs and symptoms that might indicate a child is at risk of harm. Staff are aware of the correct procedures to follow to report any concerns about children's well-being. Risk assessments are completed daily by the manager and staff to ensure that children are safe in the pre-school. Self-evaluation is effective. The manager and staff reflect on the setting and identify areas to improve. For example, they have plans to develop the outdoor area to further support children's learning. The manager supports staff to keep their knowledge up to date. Staff attend regular training, which impacts positively on their practice.

Quality of teaching, learning and assessment is good

Staff regularly observe children during their play. They assess children's learning and development and plan challenging activities to help children to make progress. Staff are very positive and encourage children to have a go at tasks and to take turns. They support children's communication and language skills well. Staff talk to children about their interests and experiences. They use a range of techniques to support children's language development. For example, they repeat the correct pronunciation of the words for younger children to hear and introduce new words to extend older children's vocabulary. Children have plenty of opportunities to develop their imagination. They dress up in different outfits and pretend to go on holiday. Children pretend to pack their bags and use different modes of transport to get to their destination.

Personal development, behaviour and welfare are good

The environment is stimulating, and children engage in a wide range of activities indoors and outdoors. They enjoy exploring the water, sand and mud kitchen outside. Children grow various plants and vegetables as they learn about the natural world. Staff encourage children to challenge themselves and manage their own risks. For example, children develop their physical skills as they explore a natural woodland area within the garden and build dens and hideouts. Children learn about the importance of leading a healthy lifestyle. They enjoy a range of fresh fruit at snack time and enjoy the responsibility of cutting up their own fruit. Children are very well behaved. They are aware of the rules and boundaries in place and listen carefully to staff and to each other.

Outcomes for children are good

Children make progress in their learning and development. They acquire the skills needed for their future learning and their move on to school. Children are confident and make independent choices about their play. They form friendships and gain good social skills. Children enjoy their time at the pre-school and are eager and motivated to learn. They have plenty of opportunities to engage in early writing and practise their small-muscle control. For example, children use tweezers to pick up small pieces of gravel outside, explore different coloured play dough and paint on a large easel.

Setting details

Unique reference number	EY479195
Local authority	North Yorkshire
Inspection number	10076131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	17
Number of children on roll	18
Name of registered person	Sheriff Hutton Pre School Playgroup Committee
Registered person unique reference number	RP905067
Date of previous inspection	1 March 2016
Telephone number	07717799646

Sheriff Hutton Pre School Playgroup registered in 1992 and re-registered in 2014 when it moved premises. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The pre-school opens on Tuesday, Wednesday and Friday during term time. Sessions are from 9am until 3pm. 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. 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

