

Inspection of Fulford Pre-School CIO

C/o St Oswalds C Of E Primary School, Heslington Lane, York YO10 4LX

Inspection date: 27 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The manager and her staff have a clear vision for the pre-school. They work very well together as an enthusiastic and committed team. Staff provide a well-thought-through curriculum that builds on children's interests and what children already know and can do. They have high expectations of what individual children can achieve and aim to equip children with a range of key skills to be ready for school. Children with special educational needs and/or disabilities benefit from strong support. Staff undertake additional training and work well with parents to include children in the activities. Children are safe, happy, settled and develop well within a very inclusive environment.

Staff support children's social and emotional skills effectively. A well-established key-person system helps children form secure attachments with staff. Staff act as positive role models and are calm and consistent in their approach to managing children's behaviour. Children learn to share resources fairly, take turns and say 'please' and 'thank you'. They demonstrate high levels of interest to explore, investigate and find things out. Overall, staff help children to adopt a healthy lifestyle. However, they do not consistently follow the pre-school's health procedures when children have snack. In addition, some children do not benefit from consistent opportunities to fully develop their independence as they play.

What does the early years setting do well and what does it need to do better?

- Staff know the children well and complete good-quality observations and assessments of children's development. They have a clear picture of individual children's progress and plan activities to progress their learning to the next level. Staff discuss children's progress with parents and help them to identify ways they can support learning at home. They work well with other providers, schools and relevant agencies to help children receive the specialist support they need to help them learn and develop. This helps to promote continuity in children's care and learning.
- Rigorous recruitment procedures are in place to help ensure that staff are suitable to work with children. The managers monitor staff's practice through regular supervision meetings. Good use of training and coaching to develop staff's knowledge and experience helps to improve practice and outcomes for children.
- Children demonstrate good attention skills as they listen to stories that are familiar to them. Staff read with great enthusiasm and children become engrossed in the story. They ask children questions to find out their levels of understanding. Children confidently say what they see, predict what might happen next and build on their vocabulary. Staff skilfully support children who speak English as an additional language. They use picture timetables and

prompts, and speak in clear and short sentences. This helps children to begin to understand English.

- Staff teach children early mathematical skills through their interactions with them. They introduce length, comparison and size as children play in the construction area. Older children learn how to form recognisable letters as they start to write their name. They begin to become familiar with the meaning of words as they find their name on arrival on their coat peg and name card.
- Well-chosen activities and resources support children's early mark marking and promote their enjoyment of writing. For example, young children are keen to make marks in the sand, while older children use pens, chalk and crayons. However, staff do not consistently encourage all children to manage small tasks for themselves so that they become even more independent in their learning.
- Overall, children are learning how to develop healthy lifestyles, including understanding the importance of exercise. They have many opportunities for physical play, such as balancing outside on car tyres. Younger children enjoy taking on a challenge and learn how to keep themselves safe. For example, they use wheeled vehicles with care. However, at snack times, staff do not fully support children's health. Children do not consistently wash their hands before eating fruit.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand the signs of harm and neglect, including the wider issues relating to the 'Prevent' duty legislation. They know the procedures to follow and have cue cards that they can refer to quickly if they are concerned about a child's welfare. Staff receive up-to-date knowledge and safeguarding training to maintain children's safety and well-being. They complete regular checks on the environment to help them to identify and eliminate any risks. The manager continually reflects on the setting's policies and procedures to ensure that they are in line with local authority arrangements. Staff provide a friendly and caring environment where children's views are respected.

What does the setting need to do to improve?

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

- help children to develop further their independence skills, such as managing tasks for themselves
- ensure that staff follow procedures and encourage all children to maintain good hygiene practices, for example, at snack time.

Setting details

Unique reference number	EY545363
Local authority	York
Inspection number	10105472
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 to 4
Total number of places	26
Number of children on roll	35
Name of registered person	Fulford Pre-School CIO
Registered person unique reference number	RP545362
Telephone number	01904 555438
Date of previous inspection	Not applicable

Information about this early years setting

Fulford Pre-School CIO registered in 2017. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens during term time from 7.45am until 4.45pm, Monday to Friday, and also offers a part-time holiday club. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised.
- A joint observation of an activity was carried out by the manager and the inspector.
- The inspector held discussions with the staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documents, including staff suitability and training documents.
- A meeting was held between the inspector and the manager.

We carried out this inspection 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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