

# Inspection of The Avenue Preschool

St Andrews Youth Hall, Charles Street, Cleethorpes, North East Lincolnshire DN35 8QB

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Inspection date: 7 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children are happy and motivated learners. Staff form strong bonds with children and their families. This leads to a warm and nurturing environment, felt throughout the whole setting. Staff offer a warm welcome to children and parents, and they exchange relevant information effectively. Children know who to go to for support and are reassured by the caring staff. New children quickly settle into the setting as the staff provide comfort and reassurance. This supports children's emotional well-being. The manager and staff work hard to create a safe and inclusive environment for all children. They provide an environment where each child is valued and listened to. Staff have high expectations of what every child can achieve. Children are motivated to learn and confidently explore the interesting resources. They know that they can freely choose where, and with what, they want to play. Children work well together, and staff encourage them to develop their resilience skills and to keep trying. For example, younger children develop cutting skills as they use scissors to cut up cabbage leaves. Older children use safety knives to cut up fruit and vegetables at the snack table. Children behave well and staff are good role models. Children develop a positive awareness of the similarities and differences between themselves and other people. For instance, they learn about different cultural festivals, visit the local library and enjoy a variety of trips.

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

- The manager and staff have made significant improvements since the previous inspection. They reflect on their practice and work very well together to provide the best possible environment for children to learn and develop. The manager and staff have worked well with the local authority to implement improvements. They know the areas that they want to develop even further, and have plans in place to address these to improve outcomes for children.
- The curriculum is well thought out and is based on the individual needs and interests of the children. Staff spend time finding out what children already know and what they need to learn next. For example, they visit children and families in their own homes before they start at playgroup. This helps them to capture children's immediate interests in play and plan to extend their experiences.
- Staff have a good understanding of how children learn and develop. They know their key children very well. Staff evaluate effectively the impact of the activities on children's progress. The manager makes good use of data and regularly monitors the progress that children make to ensure that all areas of learning are met. All children make good progress and are well prepared for school.
- The manager holds regular meetings with staff and closely monitors teaching practice to help maintain consistently high standards. Staff are well trained and enthusiastic to complete further training. As a result, children benefit from a well-informed and highly skilled staff team.

- Children practise their physical skills daily indoors. For example, they climb and balance on different play structures. They enjoy yoga sessions and regular music and movement activities. This helps to develop their balance and coordination. However, staff do not consistently use every opportunity to provide regular outdoor play and fresh air for children.
- Staff work effectively to develop children's communication skills. For example, they read to children with enthusiasm and excitement. Staff model language well with children and encourage them to link letters with sounds. However, staff do not consistently recognise opportunities that arise to extend children's thinking and speaking skills. For example, at times, they do not give children time to express their own ideas and thoughts.
- Staff help children to learn about healthy lifestyles. For example, they have introduced children to a range of fruit and vegetables in the home corner, where they discuss healthy eating and the effects it has on their bodies. Staff have developed information for parents linked to healthy packed lunches and balanced meals to provide at home. Parents value the support and guidance that staff provide and speak positively about their child's experience at playgroup.

## Safeguarding

The arrangements for safeguarding are effective.

Staff help to keep children safe at all times. They are vigilant and encourage children to think about their own safety, and that of others. Visitors to the playgroup are carefully vetted and accompanied. All staff have a good understanding of what to do in the event that they have concerns for a child's welfare. They demonstrate their understanding of the possible indicators that a child might be suffering abuse. Staff help to identify and minimise potential risks to children's safety. The manager has developed a robust recruitment and induction process to ensure that staff are suitable to work with children. Staff have a clear procedure in place for the collection of children and follow this rigorously.

## What does the setting need to do to improve?

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

- make the most of all opportunities for children to access fresh air and regular outdoor play
- extend children's opportunities to expand on their vocabulary and communicate their own ideas and thoughts more consistently.

## Setting details

<b>Unique reference number</b>	205553
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10099873
<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 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	The Avenue Pre-School
<b>Registered person unique reference number</b>	RP518518
<b>Telephone number</b>	01472 601271
<b>Date of previous inspection</b>	27 February 2019

## Information about this early years setting

The Avenue Preschool registered in 1999. It employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Thursday from 9.15am to 3.15pm, and on Friday from 9.15am to 12.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachael Barrett

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside.
- The inspector assessed how well the manager and staff understand and implement policies, and how they monitor children's learning.
- A joint observation of an activity was carried out by the inspector and the manager to monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector undertook a learning walk with the manager to find out about the playgroup and the children who attend.

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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