

Inspection of Thorngumbald Preschool

Village Hall, Main Road, Thorngumbald, Hull HU12 9NG

Inspection date: 9 July 2021

Overall effectiveness	Good
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 form strong attachments with staff and settle quickly in their care. They enthusiastically enter into play with their friends and enjoy the routine of the session. They know what is going to happen next and this makes them feel secure. Children are polite and well behaved. For example, they consistently use good manners.

Staff have high expectations for children to achieve their full potential. They encourage children to select the activities they would like to participate in. They work hard to ensure they incorporate children's interests into these. Through observations and accurate assessments, they quickly identify any areas where they would like children to develop further.

Children's physical development is well supported during outdoor play. They expertly navigate the play equipment and confidently jump and balance. This contributes to developing their core muscles and ability to move carefully around the space. They learn about being active as they feel their beating hearts and talk about being active.

Parents no longer enter the setting due to COVID-19 (coronavirus). Staff support children well to separate from their caregivers. They ensure parents are fully informed about their child's care through discussions during collection times and also through electronic means of communication.

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

- Staff have a clear intent for what children need to learn. They know children's starting points and their next steps in learning. Staff recognise the impact of COVID-19 on children's development. They highlight the importance of building on children's communication and language skills and their social interactions with others. Focused intervention enables children to reach expected stages of development and catch up in their learning.
- Staff support children's communication and language well. Staff encourage children to lead conversations and expand on these when talking about children's family lives and their experiences. They ask meaningful questions and give children the opportunity to respond. Staff introduce new words as children explore the activities provided. For example, children make dough and chat about the textures of the dough. They discuss how they 'squeeze' and 'knead' it. Staff understand the impact of the use of dummies on children's speech and oral health. However, this information is not communicated to parents to support them to reduce their use.
- Parents are extremely satisfied by the support staff give them and their children.

They feel staff keep them informed of their children's learning and progress. During COVID-19, staff maintained contact with parents and children. They implemented the curriculum for those who still attended the setting. Leaders ensured those who could not attend continued to be supported. They provided learning activities and guidance to promote children's continuous learning.

- Staff encourage children to adopt good habits that contribute to their health. Children wash their hands thoroughly before they eat and after using the bathroom. They talk about being active in the outdoor area. However, staff do not extend this good practice and fully promote children's understanding of healthy eating.
- Staff act as good role models and support children to manage their behaviour and feelings well. They remind children to consider the feelings of others. Children take turns with the toy motorcycles in the garden and willingly give them up when they have had their turn.
- Overall, staff promote children's mathematical development well through routine counting. For example, they support children to count the number of stickers required to make 10, using more or less. However, mathematical language is not as readily used with younger children, such as talking about making things bigger or smaller.
- Leaders support staff to identify children who require additional support. They work closely with parents and other practitioners when they identify children with special educational needs/disabilities. This enables these children to make good progress.
- Staff prepare children well for moving on to school. They ensure children are emotionally and physically prepared and support them to be familiar with the new environment and teachers. Staff provide information to schools to ensure the children's needs can be fully met.
- Leaders ensure staff have access to training opportunities. They use supervision sessions to identify training needs, which benefit the care and education of the children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made improvements since the last inspection. Staff ensure the outdoor area is thoroughly risk assessed and equipment is clean and ready for children's use, before children enter the outdoor area. Staff know how to promote children's welfare. They understand the action they would take should they have concerns about a child. They recognise the signs of abuse and neglect. They have updated their training in child protection and the wider aspects of safeguarding, such as county lines and the 'Prevent' duty.

What does the setting need to do to improve?

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

- provide parents with more specific information about the use of dummies and the impact on children's developing speech and oral health
- extend children's understanding of how healthy eating habits contribute to their overall health
- support staff to enhance younger children's mathematical development further, such as encouraging them to think more about amounts and sizes.

Setting details

Unique reference number	314749
Local authority	East Riding of Yorkshire
Inspection number	10129903
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	37
Number of children on roll	31
Name of registered person	Thorngumbald Pre-School Committee
Registered person unique reference number	RP908678
Telephone number	07745 081096
Date of previous inspection	22 October 2019

Information about this early years setting

Thorngumbald Preschool registered in 1993. The pre-school employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at levels 3 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 12.30pm, extending to 3.30pm on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector talked to children at appropriate times during the inspection.
- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observations with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021