

Inspection of Monk Fryston Pre-School

Church Hall, Church Lane, Monk Fryston, Leeds, North Yorkshire LS25 5DY

Inspection date: 19 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happily. They are motivated in their play and learning throughout the session. They learn to listen attentively to staff during activities in small and large groups. Children join in enthusiastically to sing the days of the week or months of the year. The most-able children work out what day and month it is. When helped, children also know that the 19th comes after the 18th.

Children settle quickly because staff adapt the settling-in process to meet their individual needs. Staff understand why some children might find it more difficult to settle. For example, they acknowledge when children have experienced changes at home, often due to the COVID-19 pandemic.

Children explain to visitors that they like coming to pre-school. They say that they really enjoy listening to stories. They exclaim excitedly that the pumpkin soup that they made was so nice they had two helpings. Children love to develop their imagination outdoors. They explain about the 'pizza' they are making while stirring water and leaves during their play with the mud kitchen.

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

- Managers, staff and parents share a passion for this community pre-school. Staff are motivated and confident in their individual roles. Leaders have worked hard to address the weaknesses raised at the last inspection. A clear, realistic action plan sets out what further training and improvements would have the biggest impact on children's experiences. The committee provides a good level of support to the manager. Less-experienced staff receive good support.
- The shared premises present a challenge to staff. However, they work closely with church leaders and arrive early to set out the resources. This means that children access a good range of opportunities that spark their interest and promote their learning indoors and outdoors.
- Staff know the children and their families well. They understand what children already know and can do and share children's next steps with the staff team. This means that staff capably step in to guide children's learning wherever they choose to play. For example, they introduce mathematical language as children play with the vehicles on the slope.
- Staff model language well to help children talk about colours and shapes that they have been learning. Encouraged by staff, children talk confidently about wildlife that they have seen on their walk around the village. They begin to make links in their learning by following their interests when they are back at nursery. Staff guide the children towards magnifying glasses in the garden to search for bugs. Children examine snail shells very carefully. Staff speak to children clearly and introduce a rich range of vocabulary through songs, stories and rhymes.

This means that children develop good communication and language skills. Staff quickly identify children who are at risk of falling behind their peers and arrange extra support.

- Children develop a healthy approach to being active in the outdoors. They develop their strength and balance as they ride the cars up and down the muddy slope. They wash their hands after playing outdoors. They learn that if they do not wash the germs off their hands they might become ill. Children enjoy fresh fruit at snack time and are beginning to use cutlery and utensils to serve themselves. They have very good table manners.
- Overall, children are confident in the daily routines that support their learning. For example, the most-able children easily find their name card. They use tongs well to serve their fruit. However, at times, routines are too challenging for the very youngest children. For example, they do not know how to find their name card. Similarly, the question of the day does not always challenge the most-able children. This means that staff do not always help the most-able children to deepen their learning about an ongoing topic.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about circumstances that might indicate a child is at risk of harm. They understand referral procedures to secure help for children and families. Senior staff work diligently with other agencies to secure support for children and their parents. Paediatric first-aid and safeguarding training are given high priority. Children learn to keep themselves safe and healthy. They explain that they know they have to hold hands when out on a walk.

What does the setting need to do to improve?

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

- give greater consideration to regular daily routines to ensure they are more age-appropriate for the youngest children and more challenging for the most-able children.

Setting details

Unique reference number	400299
Local authority	North Yorkshire
Inspection number	10132170
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	24
Number of children on roll	28
Name of registered person	Monk Fryston Pre-School Committee
Registered person unique reference number	RP518679
Telephone number	01977 681 050
Date of previous inspection	7 November 2019

Information about this early years setting

Monk Fryston Pre-School registered in 1992. The pre-school employs four regular members of childcare staff. Of these, three hold an appropriate early years qualification at level 3. A fifth member of staff is used occasionally for cover. The pre-school opens on Monday, Wednesday and Friday from 9am to midday, and on Tuesday and Thursday from 9am to 3pm, during term time only. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke with several parents during the inspection and took account of their views
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation required for the safe and effective management of the provision.
- The inspector spoke with the manager, a committee representative, staff and children during the inspection.

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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