

Inspection of Bishopthorpe Preschool Playgroup

The Pavillion, Ferry Lane, Bishopthorpe, York, N. Yorkshire YO23 2SB

Inspection date: 1 December 2021

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children excitedly enter the setting in anticipation of their day. They are warmly greeted by caring and nurturing staff, who know them very well. Children's behaviour is exceptional. They fully understand what is expected of them and show excellent independence from a young age. As a result, children feel safe and secure. Children have a deep level of respect and care for each other and adults. For example, children tidy their work area after use, ready for their friends to use. Children have excellent manners and remind others when they forget to use them. They take turns and help each other in their learning.

Staff encourage children to keep trying when they find something difficult, they praise children frequently for their persistence, consequently, children are highly motivated and extremely proud of their achievements.

Experienced and highly qualified staff provide a well-structured curriculum that builds on what children already know and can do. For example, when whittling wood in the forest, children explain how they keep themselves safe. They show how to sit at their work area and wear a safety glove to prevent injury. Children use tools safely to remove bark from the wood. Children are inquisitive and explore the environment with enthusiasm. They ask questions about what they do not know. For example, they ask staff to explain what a catkin is.

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

- Partnership with parents is exceptional. Parents comment that staff give their all to support the children, especially those with special educational needs and/or disabilities. Parents feel fortunate to have the support of the pre-school and most importantly the staff. Parents are kept up to date with regular meetings on their child's development, either in person or electronically.
- The provider and staff have created a wonderfully inviting and stimulating environment. They carefully consider and choose the type of resources, and how these are presented to the children. Children show high levels of curiosity, imagination and a sense of wonder in their learning. For example, children move wooden logs to reveal many minibeasts. They carefully examine, touch and follow their movements over the ground and over their hands.
- Children's communication and language development are excellent. Staff build on the words children already know. This enhances their experience of activities and expands their vocabulary. For example, children learn that heart wood is at the centre of a tree and there are houses made of ice called igloos. The children use their language skills and imagination to create their own stories. As a result, children are making exceptional progress in their speaking and listening skills.
- Children have many opportunities to develop their physical skills. Children learn

to confidently navigate the woodland area as they balance and climb. They learn to take appropriate risks as they use a rope swing or climb trees. Children move tree stumps and branches to create their own play environment. For example, they carry and drag large branches, they place them around a pile of grass clippings to create a giant nest.

- The provider and staff have high expectations and work tirelessly to ensure the children have the very best experiences. Staff quickly identify where children need support and guidance. They plan meaningful activities to close any learning gaps. As a result, children make excellent progress in their learning and development.
- Staff use every moment as an opportunity for learning. They encourage children to count and recognise amounts and quantities. Staff question children about the size, position and order of objects. For example, children count and measure sticks in the forest school. They place baubles on the tree following directions of above, below, and to the side. Children are using mathematical language and understanding in their play.
- Protecting the environment plays an important role in the setting's curriculum and ethos. The children have been awarded an Eco Award for looking after their environment. They have worked with the local community to help plant an orchard and scatter wild flowers. Children take part in ensuring that their environment, including the forest school, is kept clean. They learn about recycling and demonstrate how they do this within the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in keeping children safe, including local and wider safeguarding issues. There is a robust training plan in place. Staff are up to date with safeguarding training, paediatric first aid and first aid at work. A rigorous recruitment procedure and carefully planned supervision ensures staff's initial and ongoing suitability to work with children. Despite the difficulties posed by COVID-19, staff have been proactive in maintaining regular contact with families and other agencies.

Setting details

Unique reference number	EY551096
Local authority	York
Inspection number	10126943
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	3 to 4
Total number of places	24
Number of children on roll	11
Name of registered person	Bishopthorpe Preschool Playgroup CIO
Registered person unique reference number	RP551095
Telephone number	07722046184
Date of previous inspection	Not applicable

Information about this early years setting

Bishopthorpe Preschool Playgroup registered in 2017. The provision employs eight members of childcare staff. Two staff hold qualified teacher status, one with early years professional status. The majority of other staff hold at least a level 3 childcare qualification. The provision opens from Monday to Friday during term time only. Sessions are from 9am to 3pm.

Information about this inspection

Inspector

Joanne Clark

Inspection activities

- This was the first 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 provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the provider.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers, at appropriate times during the inspection.
- A meeting was held with the provider. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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