

Inspection of Tickton Pre-School and Play Pals

Tickton Village Hall, Main Street, Tickton, Beverley, North Humberside HU17 9RZ

Inspection date: 29 March 2022

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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this extremely nurturing pre-school. Every child is warmly greeted by all staff members on arrival. Children take off their own coats and hang these up before eagerly finding their friends and starting to play. They enthusiastically choose from a wide variety of stimulating play activities. They are always keen to invite adults to join in their play.

Children who are new to the provision are supported extremely effectively as they settle in. Care is taken to introduce them to their peers, and to help them to feel included in the daily routines. Children establish extremely strong attachments with their key person. This helps children to feel emotionally secure.

Children's behaviour is exemplary, and their manners are impeccable. They display a mature respect for their peers and adults. They support their friends to join in activities and help staff at snack time. Children display excellent levels of concentration as they become engrossed in their learning. They are keen to try out new skills. For example, they blend pastels when exploring different mark-making equipment.

Children with special educational needs and/or disabilities (SEND) flourish. Parents speak emotionally about the positive impact the setting has made to their children's lives. They greatly appreciate the support they have received from the staff team.

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

- Leaders and staff have designed an ambitious curriculum based on their knowledge and understanding of each individual child. The environment, is planned meticulously, so that children can make progress in all aspects of learning. Leaders regularly evaluate the provision, making changes based on their observations. This ensures learning opportunities are maximised. Children's interests and curiosity are constantly being reflected in the resources and opportunities made available to them.
- The staff team has identified that children's communication and language skills have been affected because of the COVID-19 pandemic. Developing children's speech is, therefore, central to all their experiences. They hear a rich variety of vocabulary, as staff skilfully introduce new words and phrases as children play. As a result, children are becoming highly confident communicators. They enjoy talking about what they can do. Those who need further help with speech and communication benefit from a carefully structured programme of support. Referrals are made as required to specialist services.
- Children confidently initiate their own play. They curl up to hide in cardboard boxes, jumping out to surprise the staff. They decide to make their own witches

potions using the herbs they are growing in the garden. Adult-led activities thoroughly engage the children, sustaining their interest for long periods. For example, children proudly show the inspectors how they are using their counting finger at the interactive whiteboard. They persevere to get the answer right if they miscount. They join in rhymes and songs with enthusiasm as staff help some of the younger children with the actions.

- Partnership with parents is superb. Parents are delighted with the progress their children are making. They receive regular updates from their child's key person. A wealth of resources, such as story sacks, are available to help parents to support their children's learning at home. Staff readily provide advice to parents, for example about school admissions, healthy eating, and toilet training. Staff also help families to access additional support from other local services, if required.
- Children with SEND make exceptional progress. The pre-school is extremely inclusive. Activities are planned with considerable thought to ensure they are accessible to all children. Children readily help their peers to participate. Staff work extremely effectively with a wide range of specialist services to provide the most holistic support to children. This includes visiting schools with the families of children with SEND, to identify the most appropriate way to plan children's transitions.
- Children demonstrate extremely high levels of independence. They help to prepare and serve healthy snacks. They wash and dry their own dishes. They learn to wipe their noses and clean their teeth after lunch. Children proudly tell staff when they have managed to use the toilet independently.
- The well-being of staff is a high priority for the management team. Regular supervisions, peer observations and training opportunities help staff to develop their teaching skills. All key persons are allocated time each week to consider the best ways to support their children's learning. This enables all staff to be highly reflective practitioners.

Safeguarding

The arrangements for safeguarding are effective.

The manager carries out her role as designated safeguarding lead extremely conscientiously. She ensures all staff have a detailed knowledge and understanding of their role in keeping children safe. They can explain signs and symptoms that could indicate a child is at risk of harm. They also understand the process to be followed should they have a concern about a child or a member of staff. All staff are trained in paediatric first aid. Appropriate measures are in place to keep children safe online, and information for parents about internet safety is shared in newsletters.

Setting details

Unique reference number	314750
Local authority	East Riding of Yorkshire
Inspection number	10131557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	40
Number of children on roll	98
Name of registered person	Tickton Pre-School Committee
Registered person unique reference number	RP518376
Telephone number	01964 501744
Date of previous inspection	3 November 2015

Information about this early years setting

Tickton Pre-School and Play Pals registered in 1983. It employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one holds level 4, and the manager has early years professional status. The pre-school opens Monday to Friday from 7.30am to 6pm, during term time only. It 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 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager and her deputy. They discussed how they organised different aspects of learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about toys they play with when they attend the setting.
- The inspector spoke to parents and carers.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector considered relevant documentation and reviewed evidence of the suitability of staff.

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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