

Inspection of Clifton Moor Pre-School

Lakeside Primary School, Oakdale Road, YORK YO30 4YL

Inspection date: 19 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children benefit from a safe and secure environment. They settle quickly when their parents or carers drop them off. However, the provider has not shared all the required information with Ofsted. Nevertheless, this committee team do not enter the pre-school while children are present.

Children are incredibly happy and eagerly join in with activities. They show a positive attitude to their learning and are keen to explore the activities on offer. For example, children make dough, taking turns to add the ingredients. They use tongs to select assorted shapes and feathers. Older children are keen to copy words and numbers in print. Supporting children's mathematical development is a strength of the pre-school. Children count and begin to recognise numbers past five. They match quantities of bricks to picture cards. Most-able children learn to add and takeaway. For example, during registration they count backwards for children that are leaving at lunchtime. Children gain many of the skills which they need for their next stages of learning.

Children's behaviour is good. Staff remind children about the pre-school's rules and risks, such as not running inside and looking carefully while using scissors. Children willingly use sign language during registration. This helps children to gain a good understanding of expectations.

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

- The provider has not informed Ofsted of all the committee members. Consequently, Ofsted has not been able to undertake the required safety checks to clarify the suitability of these members. However, the committee members do not have contact with children. This means that the impact on children's safety is minimised.
- Staff engage and motivate children to learn. For example, children enthusiastically describe that the flour is 'fluffy' and 'like a teddy'. However, during some activities, staff do not give all children a chance to respond and answer questions. This does not help some children to extend their learning or go beyond what they already know. As a result, some children do not join in or develop their thinking skills further.
- Children eagerly play in the stimulating outdoor area. They demonstrate good physical skills. Children climb and balance, showing good control and coordination. They challenge themselves and gain a good awareness of taking small risks.
- Children develop superb relationships with the staff. Staff know children exceptionally well. Children gain very good independence. They follow familiar routines, and demonstrate good listening and attention skills. For example,

children know and understand when it is time to tidy up.

- Children begin to take turns, with support. For example, staff encourage children to use a sand timer to share resources fairly. However, occasionally, staff do not give children the full support which they need to discuss their emotions and feelings, to help them to gain more confidence.
- Partnerships with parents are good. Staff gather information about children's abilities when they first start. For example, they visit previous settings which children have attended. Staff regularly review children's progress with parents. The new manager and staff have communicated well with parents throughout the COVID-19 pandemic. Parents highly praise the manager and staff.
- Children, including those with special educational needs and/or disabilities, are well supported. Staff ensure that children meet their planned targets and make good progress. They work well with other professionals to ensure that all children get the additional support they need. For example, staff use early years pupil premium funding to gain outside activities.
- The new manager values the staff and considers their well-being. Staff reflect on the quality of the provision regularly. The manager supports staff with regular supervision sessions and training. Staff give high praise for the manager and the committee members.
- Children develop a love of stories. Staff are skilled at capturing children's interest in a story. They use props and visual aids in an excellent way. Children become totally engrossed and remember key phrases well. Staff skilfully introduce new vocabulary and give explanations, for example, using words, such as 'delicious' and 'disgusting'.
- Some staff's quality of teaching is exceptional. They encourage and support children's mathematical skills during the majority of activities. Children use words, such as 'medium', with confidence. This fosters children's communication, language and mathematical skills very well.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding about the signs and symptoms of abuse. They understand how to record any concerns they may have about children's safety and welfare. Staff discuss safeguarding at regular staff meetings to ensure that their knowledge is always kept updated. Recruitment and vetting systems are in place to ensure the suitability of staff. The manager ensures that all adults working with children have the necessary checks in place. This means that only people who are suitable work alongside the children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that information is provided to Ofsted about a change to committee members.	10/06/2022

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

- give children a chance to respond and answer questions, and to be able to join in and think
- help children to reflect on how they feel to enable them to discuss their emotions and feelings.

Setting details

Unique reference number	EY414383
Local authority	York
Inspection number	10131605
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	20
Number of children on roll	28
Name of registered person	Clifton Moor Pre-School
Registered person unique reference number	RP909879
Telephone number	07745 902272
Date of previous inspection	3 November 2015

Information about this early years setting

Clifton Moor Pre-School registered in 2000 and is located in York. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 11.45 and from 12.15 to 3.15pm, with provision for children to have lunch. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

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 setting and has taken that into account in their evaluation of the setting.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the pre-school manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff, and committee members.
- The manager and inspector conducted a learning walk together to review children's learning experiences. The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to a number of parents and other professionals 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.

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