

Inspection of Burniston and Cloughton Pre-school Playgroup

The Reading Rooms, High Street, Cloughton, Scarborough, North Yorkshire YO13
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Inspection date: 16 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the pre-school and have good relationships with staff. They arrive happily for their session and wave goodbye to their families. Staff prepare activities which are based on children's interests and learning needs. For example, young children enjoy playing with trains and the track. When children play, staff encourage them to share and take turns with others. Staff have high expectations for children. They provide clear boundaries for their behaviour and children benefit from consistent routines. Staff help children to be prepared for the next stages in their learning, such as the move on to school. For instance, children are encouraged to be independent, confident and develop good social skills.

Since the COVID-19 pandemic, staff have worked hard to maintain communication with families. They are beginning to increase activities for families. For example, children and their families took part in Jubilee celebrations and a sports day. This helps children to be part of their village community. Staff teach them about the wider world and are aware of the importance of helping them to have broad experiences. Parents are very happy and leave complimentary feedback about the pre-school staff. Some have had family members in attendance for four generations and say that the pre-school is very much part of the community.

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

- Staff provide an interesting and challenging curriculum for children. They plan experiences on a weekly basis and have a clear understanding of what they want children to learn. Staff observe children and identify any potential gaps in their learning. They work alongside parents and other professionals when appropriate.
- Staff provide children with enjoyable experiences, which help them to make good progress. They build on children's existing knowledge and introduce new topics, such as the jungle. Children thoroughly enjoy making models of giraffes. They describe their detailed features as they draw on nostrils and chat about their long necks.
- Staff help older children to develop an extensive vocabulary, and model new words and meanings. Children use words like 'gigantic' and talk about the 'canopy of treetops in the rainforest'. Overall, children make good progress in their communication and language development. However, sometimes, staff do not consistently support young children and those who need extra support to participate fully in discussions.
- Children develop very good levels of self-confidence and independence. Staff encourage them to wash their hands before their lunch and use praise to boost their self-esteem. Children show that they feel safe and secure with every member of the staff team. They ask for help if they need it and build resilience

as staff encourage them to keep trying.

- Staff promote children's good health. For example, they provide parents with information on good oral health and children enjoy using the resources to brush the big teeth. Children bring healthy packed lunches and enjoy stories, where staff teach them about fruits around the world.
- Children have plenty of opportunities to develop their physical skills and enjoy fresh air outdoors. They make potions in the mud kitchen using recipe cards and explore letter sounds on the stones in the water tray. However, staff do not always stay with children during activities to help them extend their learning and to deeply engage in experiences outdoors.
- Children enjoy group singing and story times with staff. The manager plays the guitar and children follow the instructions of the songs. Staff use puppets as they read familiar stories to young children. Children listen intently and join in when asked if they can name fruits. Older children benefit from smaller group stories to challenge and extend their learning further.
- The manager has high standards and expectations for children. She works closely alongside staff as part of the team. Staff benefit from her support and experience. They show pride in their work with children and regularly reflect on their practice. For example, the manager completes regular observations and evaluates the quality of teaching. Staff receive feedback, which helps them to develop their skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and chair of the committee have an extensive knowledge of child protection and safeguarding issues. They provide support and training to staff, and ensure that they understand their responsibilities to keep children safe. Staff know how to recognise the potential signs of abuse and understand the procedures for whistle-blowing. They understand the importance of recording and reporting information swiftly and without delay. The manager recruits new staff safely and regularly checks their ongoing suitability. For example, she obtains references and enhanced Disclosure and Barring Service checks before they start.

What does the setting need to do to improve?

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

- support children to develop their communication further, specifically young children and those who have a potential delay in their language skills
- help all children to deeply engage in activities and enhance opportunities for them to learn outdoors.

Setting details

Unique reference number	400433
Local authority	North Yorkshire
Inspection number	10117603
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	26
Number of children on roll	44
Name of registered person	Burniston And Cloughton Pre-School Playgroup Committee
Registered person unique reference number	RP905304
Telephone number	01723 871227
Date of previous inspection	24 April 2015

Information about this early years setting

Burniston and Cloughton Pre-school Playgroup registered in 1992 and is located in Scarborough, North Yorkshire. There are currently four staff working directly with children, all of whom have appropriate early years qualifications at level 3, including the manager. The pre-school opens during term time from 8.30am until 3pm, Monday to Thursday, and from 8.30am until 1pm on Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

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 her evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, outdoors during planned activities.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained verbal and written feedback for the inspection.
- The inspector discussed children's learning and development with staff and the nursery manager.

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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