

# Inspection of South Milford Pre-school Playgroup

South Millford WI Hall, 71 High Street, South Milford, Leeds LS25 5AF

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Inspection date: 5 July 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 are eager to arrive at this truly wonderful pre-school. They form extremely strong emotional bonds with staff and especially their key person. The many resources are of high quality. Children are immediately absorbed in their activities and are enthusiastic to play and learn. Staff help children understand to respect the environment and how to take good care of resources. All children show a strong can-do attitude towards their learning.

Staff are exceptional role models and children's behaviour is exemplary. Children learn that sharing and taking turns are very important when playing and learning with each other. Staff plan small-group times where children get to know each other's name. This strongly nurtures friendly relationships between all ages of children. Older children are extremely considerate to younger peers. For example, when new children join, children and staff watch carefully to ensure they settle and enjoy their time at the pre-school.

Children's independence is encouraged whenever possible. Children serve themselves snack in a café-style system. Even the youngest children have a good attempt at peeling tangerines and help staff clear away the cups and plates. Staff show great respect for children's ideas and efforts.

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

- The manager, who is the owner, is inspirational and very passionate about her setting. Her vast experience and knowledge, plus that of her dedicated team, result in outstanding outcomes for children. She has an accurate evaluation of the service she provides, to help drive further improvements. For instance, since the last inspection, this pack-away setting has worked with the community to enhance the outside space. Children benefit from more areas for safe physical development, growing and planting. Additionally, the manager helps support other childcare settings to improve outcomes for children.
- The team plans and puts into place the curriculum with precision. Step by step, staff build up the knowledge and skills that children need to be active, motivated learners for life. The manager supports staff daily, talking about children's progress and next steps in detail. This means that staff are able to engage with each child in whatever they are doing, to challenge and extend their learning. They encourage children to make independent choices and effectively praise their efforts and achievements. Staff ask questions that invite children to talk about their play, helping them to solve problems. For example, when children find things tricky, staff encourage them to keep on trying. Children ask their friends around them if they can help solve the problem together. This has a very positive impact on children's high level of achievement and the excellent

progress they are making in their learning and development.

- Children with special educational needs and/or disabilities make exceptional progress. Staff identify possible gaps in children's learning and development at an early stage. Partnerships with external agencies and other professionals are very strong. For example, staff work closely with speech therapists and early help advisers to plan for future learning. Additional funding is spent very effectively to help children reach their full potential.
- Children's communication and language skills are developing extremely well. Older children confidently hold conversations with adults, and younger children are curious and ask lots of questions. Staff's skilful interactions with children help all ages and abilities to develop. For instance, older children are asked why they think a radish has grown curvy instead of straight. Younger children play memory and recall games. Staff routinely use hand sign communications and consistently introduce new vocabulary. For example, during a story, staff asked children to guess what 'frolic' and 'dozing' might mean.
- Children benefit from effective teaching to help them develop an understanding of a healthy lifestyle. They know how to keep their bodies healthy, and learn excellent hygiene and self-care skills. They help plant and grow herbs and vegetables, and talk about good food choices. Children are incredibly excited to pick the biggest radish from their 'incredible edible' plot. They compare its size, length and colour and then return inside to wash and taste it.
- Staff use every opportunity to help children learn the skills they need for their future learning. For instance, a sociable lunchtime is used to talk to children and recap or extend their learning. Staff start fun and valuable discussions about healthy food choices, and good oral health. Outdoors, staff use conversations during children's play to talk about how to be a good friend, and how to stay safe. For example, they talk about how to use screen time in a healthy way. This builds children's independence skills, which helps to prepare them extremely well for starting school.
- Parents are overwhelmingly positive about the staff team and the progress their children have made since joining, particularly with their social, physical and language skills. Parents, with children leaving for school, are grateful for the excellent preparation received, to help move them on to school. The manager invites teachers from local schools to visit and meet the children in the setting. This helps to build secure relationships with teaching staff, before their move.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff update their excellent safeguarding knowledge continually through training, discussion and staff meetings. Staff have very clear knowledge about the signs that would cause them concern about a child's welfare. They have an excellent understanding of broader concerns, such as protecting children from extreme views and county lines. The manager uses very effective recruitment and induction arrangements. Staff follow policies and procedures relating to health and safety rigorously. Children listen attentively to what staff say

and remember how to stay safe and healthy as they play.

## Setting details

<b>Unique reference number</b>	EY373135
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10117729
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Thirsk, Susan Jane
<b>Registered person unique reference number</b>	RP904419
<b>Telephone number</b>	07518 138656
<b>Date of previous inspection</b>	21 April 2015

## Information about this early years setting

South Milford Pre-school Playgroup registered in 2008. It is situated in South Milford, North Yorkshire. The pre-school employs five members of childcare staff, including the manager. Of these, three hold appropriate early years qualifications at level 3, and the manager holds qualified teacher status. The pre-school opens from 9.15am to 2.15pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## 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 manager and the inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- The inspector observed staff and children throughout the pre-school, assessing the quality of education and its impact on children's learning and development.
- The manager and the inspector observed and evaluated a small-group time together outdoors.
- The inspector spoke to parents and read digital messages, and took account of their views.
- A sample of documents were viewed, including suitability checks and paediatric first-aid certificates.
- The inspector spoke to the manager, staff and children at appropriate times in 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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