

Inspection of Ulceby Pre-School Playgroup & Out of School Club

St Nicholas School, Church Lane, Ulceby, North Lincs DN39 6TB

Inspection date: 7 July 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children engage well in activities in this welcoming pre-school. They build strong bonds with their key workers through a structured settling-in process. All children are warmly welcomed into the setting by the staff on their arrival and the caring and friendly staff help children to feel safe and secure. Children are settled and confident and build good relationships with their peers. Those with special educational needs and/or disabilities (SEND) flourish in this setting. This is because staff work closely with outside agencies and parents to ensure they receive the additional support required to meet their specific needs.

Children enjoy a rich variety of experiences. For example, they are often taken on outings in the local area and staff arrange for pets to be brought into the setting so that children without pets get experience caring for animals. Children are also developing a love of reading. As well as fun, interactive story sessions, there are a wide variety of books available for children to look at at their leisure. Books have also been created using pictures of the children, which they thoroughly enjoy looking at. The children have access to wide variety of resources inside and out, which keep them engaged and enhance their learning. Children benefit from the embedded structure of the day and respond well to routine. As a result, children are well behaved and are aware of boundaries. These clear expectations and routines also ensure that children are becoming increasingly independent and demonstrate good self-care skills such as toileting, hand washing and brushing their teeth.

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

- Staff plan and provide a broad range of activities for the children to enjoy based on their interests. Children thoroughly enjoy dressing up as fire people and putting out the pretend fire. Experienced staff are on hand to support and enhance the children's learning, introducing new language and repeating phrases back to children to embed their learning. At times children's progress in mathematics is not as rapid as in other areas. This is because the curriculum for maths is not always sequenced effectively throughout the setting, in order to meet the individual next steps of each child.
- Staff place a high-priority on developing children's communication and language. High-quality interactions between staff and children ensure children have many opportunities to hear new words and increase their vocabulary. Staff play alongside children asking questions and engaging them in meaningful conversations. The progress of many individual children in this area of the curriculum has been remarkable, due to the support and intervention of staff, working in partnership with parents. As a result children are able to move onto school with the key skills they need to succeed.

- Partnerships with parents are strong. Parents talk positively about the caring staff and the progress that their children make. They value the effective communication and state that they are regularly kept up to date with their children's learning. Parents share that staff are supportive and offer advice when needed.
- Staff encourage children to be physically active and the children make good use of the outdoor area to develop their gross motor skills using the climbing equipment and ride-ons. Small hand muscles are developed through mark making and using squirty bottles, while hand eye co-ordination is developed as children use magnetic fishing rods to catch fish in the water filled tray. The pre-school runs a tooth brushing scheme and children are encouraged to brush their teeth daily in order to promote good oral hygiene.
- The manager and staff are committed to supporting children with special educational needs and/or disabilities. They work with a range of external professionals to ensure that plans are in place to support children's individual needs. As a result they make good progress within the setting. Staff use a variety of activities and resources to teach children about diversity and other cultures. They help children to learn about being kind and what makes them unique.
- The management team are very supportive and understand the needs of their service users and staff members. Regular observations and supervisions ensure the quality of care and education is good. Staff attend regular training to ensure their knowledge remains up-to-date. Some additional training is required to ensure that all staff members feel confident in the delivery of all aspects of the curriculum, particularly maths.

Safeguarding

The arrangements for safeguarding are effective.

The setting is secure and activities are risk assessed. Parents and carers drop and collect children from the front door, with vigilant staff ensuring that children are signed in and out and only collected by known, named individuals. Staff supervise children well and they know the signs and symptoms of abuse. They have a good knowledge of child protection, including referral procedures and regularly update their safeguarding knowledge. Where they have concerns about a child, they work closely with outside agencies and professionals, sharing information to ensure children remain protected from potential harm. Robust procedures for recruitment and induction ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- ensure a clear intent for the sequenced teaching of mathematics across the pre-

school, based on the identified, individual needs of children

- ensure staff are confident in the teaching of the maths curriculum, ensuring good progress for all children.

Setting details

Unique reference number	205723
Local authority	North Lincolnshire
Inspection number	10065057
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	24 to 55
Total number of places	24
Number of children on roll	19
Name of registered person	Ulceby Pre-School Playgroup & Out of School Club Committee
Registered person unique reference number	RP519396
Telephone number	01469 588861
Date of previous inspection	10 May 2016

Information about this early years setting

Ulceby Pre-School Playgroup was registered in 1997. The pre-school employs six childcare practitioners. Of these, one holds appropriate early years qualification at level 2, three hold appropriate early years qualifications at level 3, one at level 6 EYP and one is working towards level 3. The pre-school is open Monday to Friday all year round. Sessions are from 8am until 6pm.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- This was the first routine 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022