

Inspection of Skidby Pre-School

Skidby C of E Primary School, Main Street, Skidby, Cottingham, North Humberside
HU16 5TX

Inspection date: 21 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 are happy, settled and form strong attachments with staff. They enjoy the time they spend with staff. Children make decisions about their play, selecting from a good range of toys and resources. They achieve well in their early writing and reading skills. Children identify the letters in their names and recognise them in other words. Children's physical development is well supported. They enjoy playing in the outside area, running and balancing carefully on the equipment. Children use their small-muscle skills as they enjoy manipulating play dough and making models with their hands. Children who speak English as an additional language are supported well.

Children behave well. They are helpful and kind to one another. Staff provide plenty of praise for children's good efforts. This gives children a sense of pride in their achievements and enhances their eagerness to learn. Children follow effective health and hygiene procedures, such as washing their hands before snack. Staff and children have discussions about healthy options at lunchtime. Children understand that healthy eating and regular exercise impact positively on their overall good health. Children are respectful of people's differences. They enjoy regular opportunities to explore and learn about cultural festivals.

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

- Staff plan an exciting range of experiences in the outdoor area that help children to have a positive attitude to learning. For example, children develop their literacy skills as they use clipboards and pens. They use paintbrushes and water to make marks on the fences, and they enjoy baking cakes in the outdoor kitchen area.
- Children make good progress overall. They enjoy stimulating activities that support their development well. For example, older children learn about the alphabet and identify letters at the beginning of different words. Children write their own registers, identifying who is at the pre-school and who has not attended. These opportunities help to prepare children for their next stage in learning, including their move on to school.
- Staff regularly check children's progress and use this information to help ensure that they receive the right challenges. However, sometimes, staff do not identify children's individual interests and preferences to create an environment to better support their next steps in learning.
- Staff support young children's language and communication skills effectively. They use repetition, effective questioning skills and model words. Children listen attentively to staff and respond well to questions with considered answers.
- Staff support children's mathematical development effectively. For instance, they encourage children to count objects as they play and point out different shapes

in the environment. Children count securely and have a good understanding of shape and size.

- Partnerships with parents are good and staff involve parents in their children's learning effectively. Parents say how happy they are and praise the communication. There is a strong focus on preparing children for school. Staff work collaboratively with other professionals, parents and schools to enable a smooth transition for children.
- Children generally follow the pre-school's routines well. For example, at the end of the session, they listen to stories with interest and excitedly join in with their favourite phrases. However, some parts of the daily routine are not organised as well as possible to fully support children's learning. For example, children are interrupted in their play to take part in snack time.
- The manager and staff work closely together. Although peer observations take place on the quality of staff's teaching practice, the manager's overview of this is not fully secure. She does not use the information to help set precise areas for further improvement for all staff, to help raise the quality of education to a high level.

Safeguarding

The arrangements for safeguarding are effective.

Staff keep their skills and knowledge regarding safeguarding up to date through regular training. They know exactly what to do if they have any concerns about a child. Staff are confident to take the necessary action. They are aware of signs and symptoms that may indicate a child could be at risk of extremism. The manager carries out background checks on all staff to ensure that they are suitable for their roles. This helps to keep children safe. Children's understanding of safety is enhanced through controlled opportunities that enable them to take risks. For example, they learn to use scissors responsibly.

What does the setting need to do to improve?

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

- provide children with more opportunities to increase their skills through activities based on their specific interests and preferences
- review and enhance some parts of the daily routine to maximise all children's learning
- monitor staff's performance further to help identify precisely how staff can raise their good practice further.

Setting details

Unique reference number	EY435590
Local authority	East Riding of Yorkshire
Inspection number	10106696
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 4
Total number of places	18
Number of children on roll	32
Name of registered person	Bratton, Hilary Jane
Registered person unique reference number	RP515198
Telephone number	01482 476 674
Date of previous inspection	16 June 2015

Information about this early years setting

Skidby Pre-School registered in 2011 and operates within the primary school in the village of Skidby. The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The setting opens during term time, from 9am until 3.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 setting.
- The inspector spoke with staff and children during the inspection. The inspector and the pre-school manager completed a joint observation of an activity.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.

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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