

Inspection of Pickering Preschool Playgroup

Pickering Community Infant & Nursery School, Ruffa Lane, Pickering, Yorkshire
YO18 7AT

Inspection date: 14 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The leadership and management team has strengthened significantly. The manager and staff have worked hard to improve the quality of education for children. For example, children make good progress in all areas of their learning. They enjoy a wide range of stimulating activities, inside and outside. Older children show creativity and use their imagination to make a cave from a favourite story. Younger children show excitement as they splash in the water and make bridges for their vehicles. Staff have high expectations for all children. They swiftly identify any areas of potential delay and make referrals to other professionals. Since the COVID-19 pandemic, staff have focused on closing gaps in children's speech and language.

Staff are kind, caring and nurturing. They support children to manage their feelings and deal with conflict. Children's behaviour is very positive. They begin to develop good social skills and learn how to share. Children learn how to stay safe in pre-school. They show confidence in asking staff for help and understand how to use resources safely. Partnerships with parents are strong. They leave highly complimentary feedback for the pre-school and are very happy with the care and education that their children receive.

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

- Leaders have supported staff to develop and put in place a clear educational programme for children. Staff understand what they want children to learn, and use information from assessments to plan challenging activities. Children are consistently engaged in experiences and staff know how to extend their learning.
- Children begin to develop a love of books from an early age. Staff read to children in a cosy area of the room and model clear language to them. Children learn new words, such as 'skeleton' and 'bones', and staff explain their meanings. This helps to extend children's vocabulary and develop their early literacy skills.
- However, staff do not always use opportunities to develop children's mathematical skills to the same high level. For instance, children thoroughly enjoy experimenting in water with fruit, jugs and containers. Staff praise children for tasting the fruit, but do not model mathematical language, such as 'full, empty, halves and quarters'.
- Staff help children to develop high levels of confidence, self-esteem and resilience. They praise children for all of their efforts, and encourage them not to give up. For instance, some children struggle to use their knife to cut up fruit. Staff support them to keep on trying, and children show pride when they achieve this.

- Staff know children extremely well. Although there is a key-person system in place, children benefit from positive relationships with every member of staff. For example, all staff know how to meet each child's individual care needs, including their sleep routines and medical needs. This provides continuity of care for children and helps them to feel safe and secure.
- Children have plenty of opportunities to enjoy fresh air and physical activity. Staff promote their good health and children develop self-care skills, such as using the toilet. However, staff do not teach them about why it is important to make healthy choices and the reason good hygiene is important.
- The manager and provider have worked exceptionally hard to provide staff with clear policies, procedures and support through effective supervision sessions. They have high expectations and show commitment to maintain good practice. Staff are very happy in their role. They say they feel valued at pre-school and are encouraged to share new ideas to improve the provision.
- Since the last inspection, the manager has built effective partnerships with the local authority, school and other professionals involved with children. The pre-school is part of a national COVID-19 recovery programme, where staff continue to work hard to drive improvements forward. This has had a positive impact on children's learning and promotes consistency.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe and protect them from harm. They confidently discuss signs of potential abuse and know the action they need to take, if they have any concerns. Staff show awareness of a range of child protection issues, such as county lines and the impact of domestic violence on children. The provider and manager have developed robust policies and procedures to safeguard children, including safer recruitment. This helps to ensure staff are suitable to work with children. The manager regularly completes risk assessments, which are shared with staff. This helps staff to minimise hazards for children, for example, when they go on trips away from the pre-school.

What does the setting need to do to improve?

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

- enhance staff's understanding of how to help children to further develop their mathematical skills, through play and planned activities
- build on children's awareness of why it is important to make healthy choices and live a healthy lifestyle.

Setting details

Unique reference number	2506470
Local authority	North Yorkshire
Inspection number	10249382
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	24
Number of children on roll	27
Name of registered person	Pickering Pre-School Playgroup Committee
Registered person unique reference number	RP518657
Telephone number	07789377455
Date of previous inspection	20 January 2022

Information about this early years setting

Pickering Preschool Playgroup registered in 2018 and is situated at Pickering Infant and Nursery School, North Yorkshire. The playgroup employs six members of childcare staff. Five hold appropriate early years qualifications at level 3, including the manager and one staff member with qualified teacher status. The playgroup is open during term time only, on Tuesday, Wednesday and Thursday, from 9am until midday, and Monday and Friday from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector discussed any continued 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 teaching 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, indoors during planned activity.
- The inspector held a discussion with the provider and manager in relation to the leadership and management of the setting. 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 feedback for 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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