

Inspection of Humberston Pre-School

Humberston C Of E Primary School, Church Lane, Grimsby DN36 4HZ

Inspection date: 15 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in this purpose-built setting. Staff know the children well and know what they enjoy doing. As a result, children come into the setting with enthusiasm and settle quickly. Children are supported to discuss their feelings. For example, on arrival at the setting, children think about whether they feel happy or sad. This can lead to further discussions about their emotions.

Well-planned activities and resources are available. Gaps in children's learning are identified at an early stage to ensure suitable interventions can be put into place. The manager has a good understanding of local referral processes. This means families and children can get additional support when necessary. Children make good progress, especially children with special educational needs and/or disabilities.

Children's behaviour is very good. Staff support children to take turns. They wait patiently when there are not enough resources available for every child. A bell followed by music signals when it is time to tidy up. Children are learning to be independent. They can access the bathroom on their own and wash their hands before eating. During mealtimes, staff carefully explain to children how they should open items from their lunch boxes. For example, they tell them to 'pinch' the sides to open a packet of crisps.

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

- Children's communication and language skills are well supported. Practitioners explain what new words mean. For example, during a story, they talk about what the word 'furious' means. This supports and extends children's vocabulary. Stories are brought to life to keep children engaged. Children have 'wands' that they use throughout the story. Children imitate what they have heard in the story. While playing outside, children say, 'Abracadabra, stop raining.' This supports children to develop a love of reading and books.
- Mathematics is embedded at every opportunity. For example, practitioners support children to use their 'wands' to count the number of taps within a story. At lunchtime, children count how many children have cheese sandwiches and how many have ham sandwiches. This supports children's understanding of mathematical concepts.
- Routines are well established throughout the day, and children know what comes next. For example, at snack time, children know they need to wait until the bell rings to signal it is their turn. However, this means children can be waiting a long time. Children transition between the outdoors and indoors as a large group. As a result, the area where children need to change their footwear becomes quite busy.

- The setting uses additional funding effectively to support children further and ensure all children make good progress. For example, staff have used funding to provide children with safe spaces in which they can feel calm. Toothbrushes have been purchased to ensure children brush their teeth after meals. This also supports children's understanding of oral hygiene.
- Training plans are in place to support staff's ongoing professional development. More-experienced members of staff support apprentices. However, training is not prioritised to ensure new staff receive training on all elements of safeguarding early on in their employment. This means some staff are unaware of their responsibilities around the 'Prevent' duty. Leaders and managers have a good understanding of how to support staff's well-being.
- Parents are happy with the education and care provided. Parents recommend the setting to friends and family. In particular, parents value the communication they receive through an online application. Parents are provided with activities that they can try at home to extend their child's learning.
- The setting works effectively with several other professionals, such as health visitors and social workers. Statutory and ongoing assessments are detailed to ensure staff can support parents and children with any gaps in learning and provide advice and support. These also ensure children continue to make good progress.
- The setting encourages healthy lunch boxes and provides parents with suggestions and ideas on how they can provide healthy meals. Children also take part in yoga sessions and benefit from opportunities to explore outdoors. This supports children to understand what is required for a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently identify potential signs and symptoms which may suggest a child is at risk from harm or abuse. Staff and leaders understand how to raise a concern and seek further support and advice. The manager provides a detailed induction so that staff are aware of the policies and procedures. Safeguarding training is provided, including aspects such as female genital mutilation and witchcraft. The manager knows how to recruit staff safely, and there are processes in place to ensure that all those working in the nursery are suitable and remain suitable.

What does the setting need to do to improve?

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

- manage daily routines more effectively to ensure children are not waiting for extended periods of time
- further develop the induction programme to ensure all elements of safeguarding are included at an earlier opportunity.

Setting details

Unique reference number	EY491359
Local authority	North East Lincolnshire
Inspection number	10233987
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	34
Number of children on roll	33
Name of registered person	Early Years Educare Ltd
Registered person unique reference number	RP534749
Telephone number	01472211600
Date of previous inspection	16 March 2017

Information about this early years setting

Humberston Pre-School registered in 2015. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 5 and one has early years professional status. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.15am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Whiting

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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