

# Inspection of Pollington Balne Preschool

Pollington Balne C of E School, Pollington, GOOLE, North Humberside DN14 0DZ

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Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the pre-school and separate from their parents with ease. They hear familiar welcome music playing as they come through the door and are warmly welcomed by happy and attentive staff. Children develop a sense of belonging and security as they self-register on arrival. Self-registration helps to develop children's language and literacy skills. Children recognise the letters in their name and understand that print carries meaning. They settle quickly and happily in the calm and nurturing environment. Staff understand that children can be overwhelmed by whole-group situations at the start of the day. Therefore, children can choose what they play with and if they play inside or outside. As a result, children are confident. They have a positive attitude to learning, make decisions and follow their own ideas.

Older children show initiative and use their imagination well. For example, they use crates, tyres and other materials in the outdoor area to make vehicles, such as cars and an aeroplane. They talk to their friends, share plans and negotiate how the wheels will fit and who will be the driver. Staff skilfully join in to extend children's learning. Children form secure relationships with their peers. Their physical development and ability to play cooperatively are promoted well. Children behave well. They take turns and receive lots of positive reinforcement and praise from staff.

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

- The manager and staff team provide a stimulating curriculum that supports children to make good progress from their starting points. The aim of the curriculum is for children to be confident and capable when they move on to school. Initial assessments and ongoing observations ensure that staff know what children need to learn next. Staff quickly identify any barriers children have to learning. A highly skilled special educational needs and/or disabilities coordinator works with staff, children and parents to provide specific and targeted support.
- Children explore a water play activity. They learn how water turns to ice and then hold it in their hands and watch it melt. Children learn about animals which live in water and are fascinated by the toy whales. Motivated staff enhance learning as they share a book about whales. Staff introduce children to interesting facts, which they share with their friends. For example, a child points out a beluga whale and says they swim slowly. Such activities support children to learn about the natural world and develop their interest in books from an early age.
- Overall, the manager is aware of staff's strengths and aspects of their practice to be developed further. There have been some recent changes in the staff team.

Consequently, there are inconsistencies in the high-quality teaching and interactions provided to children. Some staff miss opportunities to ask questions to extend children's thinking and understanding. Also, some staff do not make the most of interactions to enhance the nurturing bonds they have with children or extend their learning, such as when staff change children's nappies.

- There is a strong focus on developing children's communication and language skills. Staff speak slowly and calmly to children. They have introduced Makaton and gestured speech to further support children's understanding. Staff narrate what younger children are doing so that they hear new vocabulary. They use a 'book of the week' strategy to lead discussions and activities. They share the book repeatedly and talk about the story. This helps children to understand the new words they come across and develop the confidence to use them. Children use kind words and develop a strong sense of care and respect for their peers and the staff.
- Overall, partnerships with parents are good and parents speak highly of the pre-school. They comment on the great staff team, the support they provide and the wonderful range of learning experiences available. Parents have access to their child's online learning record, which helps them to support children's learning at home. However, there is less information shared with parents about their child's day-to-day care or the daily events and routines in the pre-school.
- The manager, staff and committee of the pre-school have a clear vision for the future and are committed to providing a high-quality service. Staff work closely together to evaluate practice. Professional development is supported, staff morale is high, and staff are motivated, enthusiastic and happy.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure safeguarding knowledge. They recognise the signs of abuse and neglect and know the steps to take if they are concerned about a child or the conduct of a colleague. Staff have completed training. Discussions at staff meetings and ongoing questioning keep their knowledge updated. The premises are secure and well maintained. Ongoing risk assessments are effective. Staff are vigilant and supervise children well, which keeps them safe from harm. Robust recruitment and effective induction mean that staff working with children are suitable to do so.

## **What does the setting need to do to improve?**

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

- support staff to provide consistently higher levels of teaching and interactions, to further enhance children's learning experiences
- build on partnership working with parents even further so that they are clear

about the daily care provided to their children and they can access all information shared about daily events in the pre-school.

## Setting details

<b>Unique reference number</b>	EY452159
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10286621
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	44
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Pollington-Cum-Balne Pre-School Committee
<b>Registered person unique reference number</b>	RP907288
<b>Telephone number</b>	01405 869498
<b>Date of previous inspection</b>	14 February 2018

## Information about this early years setting

Pollington Balne Preschool registered in 2012. The pre-school employs 11 members of staff. Of these, 10 work directly with the children. Six members of staff hold early years qualifications at level 3 or above, including one who has qualified teacher status and early years professional status. The pre-school is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.15am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lindsay Dobson

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. She spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with 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.

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