

Inspection of Holton le Clay Preschool Group

c/o Infant School, Church Lane, Holton le Clay, Grimsby, Lincolnshire DN36 5AQ

Inspection date: 19 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children cannot wait to go outside from the moment they arrive at the pre-school. They confidently find activities of interest and know just where they can and cannot play on the school field. Children's physical skills are particularly enhanced as they have opportunities to run freely, climb and practise riding scoot-along toys. Children are confident and happy in the company of staff and their friends. They take great delight in exploring together and discovering creatures, such as worms and snails found under matting. Children negotiate with their friends and play well together. They are learning to take turns and beginning to form strong friendships.

Children are imaginative and love playing on the pirate ship. They pretend to hunt for treasure and are mindful of the imaginary fish swimming nearby. Staff join children in their play and enhance learning whenever they can. They give guidance as children take small risks, such as using the tyre swing and climbing aboard the ship. Children are encouraged to be creative and readily produce pictures of themselves and their families. Staff teach children different songs to enhance activities and recognise that this contributes well to children's growing communication skills.

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

- The two managers work exceptionally well together. They have a clear vision of the strengths and areas where they wish to further improve. They genuinely value their staff's well-being and do everything they can to support them in their roles. Staff readily acknowledge the managers' support, especially with regard to their workload and encouragement in gaining further qualifications. Managers appreciate hearing about staff's newfound knowledge and find ways to use it effectively for the benefit of all children.
- Parents and carers offer high praise for the staff team. They say children enjoy coming to pre-school, and information is shared readily about children's learning and well-being. Parents and carers describe staff as being 'kind and lovely' and that they 'go above and beyond' what is expected of them.
- Teaching is good, and children benefit from their experiences and activities. Staff have a clear curriculum in place and understand how to build on what children already know and can do. Staff quickly recognise where children need extra support. They liaise with other professionals and plan successfully to help children progress as best they can. Additional funding received is used effectively to help identified children strengthen their skills and knowledge.
- Staff use children's interests and activities to enhance their mathematical skills. Staff encourage children to count as they play and consider concepts such as length and measure. For example, staff ask children to compare the length of the worms they have found with the size of the snail shells.

- Staff ensure children are as physically active as possible and teach them about foods and drinks that support good health. They plan enjoyable activities that, over time, are effective in helping children recognise foods and drinks that will not damage their teeth or general health. These important messages are shared with parents and carers to help them make suitable choices for their children's meals and snacks.
- Staff recognise the importance of children having good communication skills. They make this a priority and are continually undertaking additional training to help support all children. Due to their diligence and ongoing support, older children are confident talkers and are well prepared for the next stage in their learning.
- Staff plan regular adult-led group times to help children learn routines and strategies to support their future learning. At these times, children learn to follow instructions, listen carefully and develop their concentration skills. This is generally successful for older children. However, staff have yet to find ways to ensure younger children's learning is maximised. Younger children are often distracted by the comings and goings nearby, and staff teaching is lost.
- There are occasions, such as meal and snack times, when children's independence is not fostered as effectively as possible. Staff sometimes carry out tasks that, with encouragement, children could do for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of safeguarding matters and are well trained. They talk confidently about how to recognise when a child is at risk of harm and how to report their concerns. Staff are aware of wider safeguarding issues, such as their responsibilities under the 'Prevent' duty. Recruitment procedures are strong, and this means only suitable staff remain working with the children. Staff sensitively teach children how to protect themselves and also share messages with parents to help children stay safe at home. For example, children and families are guided to use the internet appropriately and safely.

What does the setting need to do to improve?

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

- find ways to lessen the distractions at group times so that younger children can concentrate and learning is maximised
- review and modify meal and snack-time routines so that children's independence is enhanced even further.

Setting details

Unique reference number	2613905
Local authority	Lincolnshire
Inspection number	10280860
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	35
Name of registered person	Holton le Clay Preschool Group CIO
Registered person unique reference number	2613904
Telephone number	07963148326
Date of previous inspection	Not applicable

Information about this early years setting

Holton le Clay Preschool Group re-registered in February 2021 as a charity, Holton le Clay Preschool Group CIO. It operates from 8am to 3pm, Monday to Friday, during term time only. The pre-school employs nine members of childcare staff. All hold appropriate early years qualifications at levels 2, 3 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Baker

Inspection activities

- This was the first routine inspection the pre-school received since the COVID pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with one of the managers and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the two managers, staff and children at appropriate times throughout the inspection.
- The inspector and one of the managers completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke with parents and read emails sent for the purpose of the inspection. The inspector took account of the parents' 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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