

# Inspection of Queensgate Pre-School

Beverley Grammar School, Queensgate, Beverley, East Riding of Yorkshire HU17 8NF

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Inspection date: 13 June 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 | Good |
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## What is it like to attend this early years setting?

### The provision is good

Children clearly show that they feel happy and safe at the setting. They are greeted with enthusiasm and warmth by the caring staff team. Children hang their coats on their pegs and are ready to start their day. They are confident and develop a true sense of belonging.

Children make their own choices and are encouraged to be independent. They choose where and what they want to play with. Children use their imaginations as they role play with their friends. They are eager to engage staff in their chosen imaginative play experiences, such as dressing up and shopping for 'ice creams'. Outside, children enjoy making 'potions' in the mud kitchen. Staff develop children's imaginations when they ask them to describe how their potion will work.

Children behave well and learn what is expected of them. They are aware of the rules and boundaries in the setting and remind their friends not to run when inside. Children are respectful and supportive of their friends. They say please and thank you, and talk to their friends and staff respectfully. Staff support children to understand different emotions. They provide children with a mirror and pictures showing emotions and ask questions, so that children can express how they feel.

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

- The support for children with special educational needs and/or disabilities (SEND) is strong. The special educational coordinator (SENCo) works collaboratively with staff to ensure that children with SEND receive targeted support at the earliest opportunity. The SENCo works closely with parents and other professionals to narrow any gaps in children's learning. Therefore, all children, including those with SEND, make progress from their starting points in learning.
- Leaders and staff establish positive partnerships with staff at settings that children also attend. They share children's achievements with them and work on similar next steps in their learning. Staff ensure that they provide children with a positive and consistent approach to their shared care and learning experiences.
- Partnerships with parents are good. Parents speak highly of staff and the care which children receive. They comment that 'joy and laughter is in abundance'. Regular meetings with parents ensure that they are updated about their children's progress. Staff encourage parents to support their children's learning and development at home, such as how to aid toilet training.
- Care practices are good. Staff teach children about healthy living and about the importance of exercise. Children relish taking part in fitness lessons and learn about the effect exercise has on their bodies. They enjoy crawling like 'caterpillars' and 'flying' like butterflies. Children understand they need a drink of

water after physical activity.

- Staff engage with children with interest and become involved in their play and activities. For example, children use bricks to create a pretend beach house and swimming pool. Staff encourage children to show their friends their models during a group activity. However, at times, staff do not give enough consideration to promoting children's own ideas, such as during creative activities.
- Children's development of communication and language skills is fully supported. Staff talk to children all the time. During circle time, staff ask them questions about past activities. Staff regularly introduce topics for discussion. For example, they discuss the life cycle of caterpillars. However, on occasions, children sit for long periods of time. This causes some younger children to become restless and lose interest.
- Staff have opportunities to meet with leaders and feel this supports their well-being. They attend training and meet frequently as a team. Staff are encouraged to request additional training that they feel would be beneficial to further develop their practice and improve outcomes for children.
- Leaders have a vision for sustained and ongoing improvement through accurate evaluation. They feedback to the full committee, who support the setting well. Leaders use feedback from parents to identify strengths and areas for improvement. For example, they are exploring opening the setting for longer hours.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand and follow safeguarding procedures. They know and can recognise any concerns that indicate a child's welfare may be at risk. Staff know how to report their concerns to the relevant agencies. Staff understand the importance of whistle-blowing. Staff attend regular training and are up to date about other safeguarding issues, such as the 'Prevent' duty, grooming and county lines. Leaders follow safer recruitment procedures and check the ongoing suitability of staff. Staff and leaders check the environment constantly to ensure that it is a safe place for children to play. They assess each area and take all necessary steps to reduce any potential risks to children.

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

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

- provide more opportunities for children to use their own ideas and create their own designs, such as during creative activities
- review and refine the routine of the day to ensure that children are able to fully engage in the activities and learning opportunities on offer.

## Setting details

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| <b>Unique reference number</b>                     | 314701  |
| <b>Local authority</b>                             | East Riding of Yorkshire  |
| <b>Inspection number</b>                           | 10285449  |
| <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>                               | Sessional day care  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 20  |
| <b>Number of children on roll</b>                  | 19  |
| <b>Name of registered person</b>                   | Queensgate Pre-School Committee   |
| <b>Registered person unique reference number</b>   | RP904092  |
| <b>Telephone number</b>                            | 01482 862879  |
| <b>Date of previous inspection</b>                 | 6 October 2017  |

## Information about this early years setting

Queensgate Pre-School registered in 1990 and is located in Beverley. The setting employs seven members of childcare staff, who hold qualifications at level 3 and above. Of these, two staff hold qualified teacher status. The setting opens during term time. Sessions are from 9am until midday on Monday and Friday, from 9am until 3pm on Tuesday and Thursday, and from 9am until 1pm on Wednesday. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Dent

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in her evaluation of the setting.
- The inspector and manager completed a learning walk where they discussed how the setting is organised.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of the staff working at the setting.
- The inspector completed a joint observation of an activity with the setting's manager.

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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