

Inspection of Fulford Pre-School CIO

C/o St Oswalds C Of E Primary School, Heslington Lane, York YO10 4LX

Inspection date: 18 September 2023

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

Staff create a warm, welcoming environment for children and their families. Even children attending for the first time settle well as they are comforted by a familiar adult whom they met at settling-in sessions. Children who are less confident are sensitively encouraged to explore the garden gradually with a trusted adult. Staff foster supportive relationships at all levels. Children are happy and show that they feel safe at the setting. Children who have special educational needs and/or disabilities (SEND) are particularly well supported by the caring staff. Parents confirm that staff provide excellent support for their children and themselves. Some parents say that pre-school provides a good introduction to school life and that their older children were well prepared for school.

Children confidently follow purposeful routines that support their learning and help them to understand their own safety. Younger children quickly adapt to their new environment and routines because of the warm praise they receive from staff. At circle time, children are praised for 'excellent sitting' and 'good listening'. Staff thank the children when they have helped to tidy the books away. Kind teaching helps children to understand what is expected of them and they learn to behave very well.

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

- The manager has a very clear view of the setting, including its strengths and areas to develop. A key strength of management is in their insight and ability to adapt. For example, the deputy manager attends additional training so that she can support the manager in her developing role. This, along with effective administrative support, has a positive impact on the smooth running of the setting.
- The manager forges close links with other professional and specialist agencies. This means that children get the support they need. This promotes children's good development and their safety, both at the setting and at home. Parents confirm that that staff have been instrumental in securing additional support for their children.
- Staff plan a broad curriculum and a stimulating learning environment that enable them to teach children what they need to learn through play. For example, when children show interest in the bricks, an adult skilfully steps in to guide their play to teach them about shape, size and number. Children learn to count very well. However, the curriculum is less clear about what new vocabulary children might need to learn, to enhance their learning and engage fully in planned topics.
- Staff spend worthwhile time getting to know what the new starters know and can do, and what they are interested in. This means that teaching can be pitched at the correct level. They also gather information from parents on an 'all

about me' form. However, that information is not always shared effectively with staff before children start to attend. This means that there are occasional gaps in support for children's development.

- Encouraged by staff, the older children work well together to seek out ladybirds in the garden, or build a boat with the large bricks. They show high levels of enjoyment as they engage in exciting active learning opportunities outdoors. They develop their strength and balance as they ride the balance bikes or swing on the monkey bars. Staff encourage children to drink their water to keep their brains and bodies hydrated. This promotes children's good health and helps them to enjoy a healthy lifestyle.
- Worthwhile learning is woven into all regular routines. For example, children quickly learn songs that help them to remember the days of the week or to talk about the weather. Older children proudly show where they routinely wash their hands before eating and how to use the paper towels. They learn to pour their own milk at snack time and help to tidy up ready for lunch.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their role in safeguarding children relevant to their level of responsibility. They understand the signs that might mean children are at risk of harm. Staff are perceptive to children's behaviours and what they might indicate. Staff know how to secure support for children who might be at risk. Staff keep all contact numbers handy should they need to act quickly without management support. Staff help children to understand how to keep themselves safe. For example, they explain to children that they need to 'use their ears to listen' to keep themselves safe. Children's good behaviour and developing understanding promotes their safety and welfare.

What does the setting need to do to improve?

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

- work even more closely with parents so that the 'all about me' form is used more effectively to establish what children can already do in relation to the prime areas of learning
- provide greater focus on the specific vocabulary needed by children to deepen their learning.

Setting details

Unique reference number	EY545363
Local authority	York
Inspection number	10299590
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	43
Name of registered person	Fulford Pre-School CIO
Registered person unique reference number	RP545362
Telephone number	01904 555438
Date of previous inspection	27 September 2019

Information about this early years setting

Fulford Pre-School CIO registered in 2017. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens during term time from 7.45am until 4.45pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

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 inspector observed children taking part in a range of activities, both indoors and out, and discussed their learning with staff.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke with several parents during the inspection and took account of their views.
- The manager and staff talked to the inspector about their curriculum and what they want their children to learn.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

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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