

Inspection of Cliffe Preschool

The Portakabin, Main Street, Cliffe, SELBY, North Yorkshire YO8 6NN

Inspection date: 17 November 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this friendly and welcoming pre-school. They have secure attachments with staff, who are caring, nurturing and kind. Children eagerly join in with the wide range of activities on offer and enjoy their time at the pre-school. For example, children are creative, exploring textures, such as shaving foam. Children are able to test out their own thoughts and ideas as they play. For instance, they explore pouring water from teapots to cups. Children investigate different construction materials and build towers. This helps to develop their physical skills.

Children are well behaved and polite. They know what is expected of them and carefully follow the rules and boundaries that are in place. Staff regularly praise children's achievements. This helps to raise their self-esteem. Older children learn to manage their self-care needs on their own. For instance, they use the toilet themselves and learn to dress for outdoor play. Children play independently together. They share toys and resources well.

Children spend time outside in the spacious and well-planned garden. They run around, climb and balance on pre-school apparatus, investigate sand and role-play shopping. Children help to grow potatoes, carrots and cucumbers in the garden in the warmer months. Children learn about the importance of good oral health. These opportunities help children to learn about healthy lifestyles.

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

- Staff support children's communication and language development well. They speak clearly, use sign language and hold conversations with children. Staff help to extend children's vocabulary. For example, they ask questions to encourage children to respond and speak. Staff introduce new language and repeat words.
- Children are inquisitive and explore the stimulating and well-resourced environment with confidence and enthusiasm. They are beginning to understand early mathematical concepts appropriate to their stage of development. When playing with play dough, they talk about different shapes and sizes.
- Staff make effective use of settling-in arrangements to build strong relationships with parents and children. They gather information to plan familiar care routines for children. Overall, children make good progress from their starting points in learning. Staff identify next steps to build on children's prior skills. However, staff do not always focus on what they know about children when planning and delivering some of the activities.
- Children enjoy making marks and develop a love for practising their early writing skills. They benefit from learning pre-school rhymes and listening to stories. Children are supported to develop skills in preparation for school. Staff work

closely with teachers at local schools, to help children be prepared for their move to school.

- Partnerships with parents are good. Staff share what children are doing and learning through an online app. They hold daily discussions and invite parents into the pre-school to talk about their children. Parents speak very highly about the small and friendly pre-school. They say that the communication is good and that they are kept informed about their children's day. Parents explain that they enjoy special planned events, such as sports day.
- Staff say that leaders and managers are supportive. Staff attend good training opportunities, overall. This includes providing training that help staff to promote children's communication and language skills. However, the monitoring of staff performance is not fully embedded into practice, to help staff to improve their knowledge and teaching skills even further.
- Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

Staff access regular training opportunities, which helps them to have a secure understanding of child protection and safeguarding. They are aware of the different types of abuse and what signs and symptoms might indicate a child is at risk of harm. Staff know what to do should they have any concerns about a child's safety or well-being. Staff offer support to help children learn how to keep themselves safe. For example, they remind children to use their 'walking feet' when indoors. Children learn to use knives safely. This helps to prevent accidents and helps children to begin to manage their own risks.

What does the setting need to do to improve?

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

- plan activities more effectively to help children build on what they already know and can do, so they can make the best possible progress
- strengthen the monitoring of staff performance and focus even more precisely on identifying how individual staff may raise the quality of their teaching to the highest level.

Setting details

Unique reference number	EY412145
Local authority	North Yorkshire
Inspection number	10312116
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	14
Number of children on roll	17
Name of registered person	Cliffe Pre-School Committee
Registered person unique reference number	RP518653
Telephone number	01757630930
Date of previous inspection	20 April 2018

Information about this early years setting

Cliffe Preschool registered in 2010 and is situated in Cliffe, near Selby. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications, two at level 3 and the manager and deputy with level 6. The pre-school opens from Monday to Friday, term time only. Sessions are available from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 staff and has taken that into account in their evaluation of the pre-school.
- The inspector held discussions with staff of the pre-school about the design of the curriculum and how it is being implemented.
- The inspector spoke with staff and children during the inspection. She took account of the views of parents through verbal and written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector observed play and learning opportunities for children and undertook two joint observations of activities with the pre-school 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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