

Inspection of Yaddlethorpe Pre-School

Bottesford, Village Hall, Bramley Crescent, Scunthorpe, South Humberside DN16 3SN

Inspection date: 14 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	Good
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What is it like to attend this early years setting?

The provision is good

Staff have high expectations for children's learning and development in this inclusive and nurturing pre-school. Children of all ages have a wonderful time and access a wealth of resources. The well-planned curriculum is based on what children know and what they need to learn next. Staff know all the children very well through their close working relationships. Key staff understand children's starting points in learning and support them to make good progress in their development.

Staff use a consistent approach to managing behaviour and have high expectations of all children. Staff use good levels of verbal communication alongside physical signs and signals, such as 'high five' and thumbs up, to praise and encourage children. This raises children's self-esteem, belief and confidence in their own abilities. Children understand the golden rules of pre-school and staff remind children of these when managing any escalated behaviours. Staff encourage children to reflect on their feelings and children learn how to self-manage any conflicts.

Children have plenty of opportunities to make choices about their play. This supports their decision-making and independence skills effectively. Children are motivated to play and learn. They benefit from a wide variety of activities which are tailored to their interests. Children show good levels of concentration and are keen to try new challenges.

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

- The manager and staff are committed to providing a high-quality provision. They work together as a team to ensure they meet children's individual needs. The manager ensures that staff receive regular support and access to a wide range of training opportunities. This supports staff's very good knowledge and skills.
- Staff are highly valued, and their well-being is considered. The long-standing staff team works incredibly well together and provides a calm, happy, family atmosphere. Staff show enthusiasm and commitment to their role. Overall, they interact very well with children and are skilful at responding to them during play to extend their learning. However, there are some staff whose level of engagement with children is not as dynamic as their peers. Therefore, at times, children do not benefit from the highest quality interactions, so their learning is not challenged to the highest level.
- Children have access to a rich outdoor play environment that they assess for risk with support from staff. Twice a week, older children take part in forest school sessions. They benefit from a highly qualified and experienced staff member. She is supported by enthusiastic staff who enable children to learn about

keeping safe in the outdoor environment. Children understand the rules of firepit safety and confidently explain these. They use tools to hammer nails into wood. Children show their investigation skills as they hunt for bugs with checklists and magnifying glasses. Children are thrilled as they learn how to make marks without using pens or pencils.

- Children develop excellent communication and language skills. Staff support children's early language development through fostering a love of books and songs. Staff are skilled at introducing new words and engaging children in meaningful conversations. For example, staff explain the difference between a hammer and a mallet. Staff ensure books are available in all areas of play. The introduction of a lending library means parents can support children's literacy skills further. However, during some adult-led activities, for example making bird feeders, resources are less well considered. This means some children do not really participate in the activity. Therefore, their learning is not as effectively consolidated.
- The special educational needs coordinator provides advice and guidance to staff. She works closely with parents and other professionals and implements individualised targets to help close gaps in children's learning. Children with special educational needs and/or disabilities benefit from this intense support to help them make swift progress. This includes accessing funding for the provision of one-to-one support.
- Staff work in close partnership with parents and share daily communications with them. Parents say they are extremely happy and their children are making good progress. Staff share children's learning needs and provide ideas of what parents can do at home to support their children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their safeguarding responsibilities. They are confident to identify signs of abuse or neglect and know the procedures to follow if they have any concerns about a child in their care. The manager ensures that staff receive regular training, and safeguarding is an agenda item at every team meeting. This means that all staff are kept fully up to date with current guidance and legislation. Robust recruitment and vetting procedures are in place to assess staff suitability. The premises are safe and secure, and thorough risk assessments ensure any hazards are removed to keep children safe. Staff are deployed effectively, and supervision of children is very effective.

What does the setting need to do to improve?

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

- support some staff to provide higher levels of teaching and interactions, to

further enhance children's learning experiences

- ensure resources are carefully considered and support children to meet the desired learning intentions during some adult-led activities.

Setting details

Unique reference number	EY248676
Local authority	North Lincolnshire
Inspection number	10301347
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	40
Name of registered person	Yaddlethorpe Pre-School Committee
Registered person unique reference number	RP521086
Telephone number	01724 852425
Date of previous inspection	22 January 2018

Information about this early years setting

Yaddlethorpe Pre-School registered in 2002. The pre-school employs nine members of childcare staff. With the exception of an apprentice, all staff hold appropriate early years qualifications at level 3 and above. The pre-school opens during term time only. Sessions are Monday to Friday from 8am to 3.30pm. 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 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to 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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