

# Hemingbrough Pre School

Hemingbrough Village Institute, Garthends Lane, Hemingbrough, SELBY, North Yorkshire, YO8 6QW



## Inspection date

22 May 2018

Previous inspection date

11 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff establish good partnerships with other early years professionals. They regularly share children's achievements with settings they also attend. This helps provide children with a good consistent approach to their shared care and learning.
- The manager and staff are constantly looking at ways to improve the pre-school. For example, they have created an outdoor classroom, a reading hut and playhouse. This helps to enhance children's learning outdoors.
- Staff promote early mathematics well. Children learn words, such as 'heavy', 'light', 'more' and 'balance'. They confidently use number as they count during everyday activities. This helps to establish the foundations of children's mathematical knowledge and language.
- Children enjoy the time they spend in this very homely and welcoming pre-school. Staff are knowledgeable about the children and families who use the pre-school. Parents comment that they are very happy with the quality of the provision.

### It is not yet outstanding because:

- Occasionally, staff do not encourage children to freely express their creativity ideas more extensively.
- Although staff supervision is good, targets for development are not focused sharply enough on helping them to raise their practice to a higher level.

## What the setting needs to do to improve further

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

- enhance children's opportunities to freely express themselves and develop their creative skills even further
- strengthen the arrangements for professional development and focus more precisely on supporting staff to reflect and act on how they can raise their practice to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager is committed to providing a safe environment for children. She ensures all staff are knowledgeable about current safeguarding issues and requirements, and the relevant policies and procedures to follow should they have any concerns. The manager and staff update their safeguarding knowledge regularly. Robust recruitment and vetting procedures are in place to ensure all staff are suitable to work with children. Overall, the manager checks the consistency of the quality of care and teaching that staff provide children well. She carefully monitors children's development. Any gaps in their learning are targeted and staff work well with other professionals to offer focused support. The manager evaluates the provision and consults with parents to identify areas for development.

### Quality of teaching, learning and assessment is good

Staff regularly observe children in their play. They use these observations to plan exciting and challenging experiences. Staff interact with children purposefully. They get down to their level and join in with their play experiences. Children are curious and enthusiastic and show a lively interest in new experiences. For example, they are eager to see the butterflies that have recently emerged from their cocoons. Children count how many they can see and recall how they started as small caterpillars. Staff use children's interest to help promote their early reading skills. They refer to books to find information, such as what the eyes of butterflies look like. Staff skilfully differentiate activities. For example, as children make clocks staff pose questions for younger children about shape and for older children they encourage them to think about the sequence of numbers.

### Personal development, behaviour and welfare are good

The enthusiastic, well-established staff team creates a warm and welcoming atmosphere where children and parents feel at ease. Children are familiar with the daily routines, which helps support their emotional well-being. Staff are good role models and support children to learn the rules and boundaries, which they consistently implement. Children follow good hygiene routines and have plenty of opportunities to be physically active in the well-resourced outdoor area. Staff encourage children to gain independence in their self-care needs, such as putting their sun hats on before going outside to play.

### Outcomes for children are good

Children are keen learners who progress well from their starting points. They develop skills in readiness for writing, such as drawing and gluing to strengthen their hand muscles. They use tools, such as scissors and tweezers with increasing skill. Children have opportunities to count and identify colour and shape. They develop their confidence, for example, when they speak in a group and share what they know about the butterflies they have nurtured. Children communicate their needs confidently to staff and are very well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	400250
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1128172
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Hemingbrough Pre-School Committee
<b>Registered person unique reference number</b>	RP903049
<b>Date of previous inspection</b>	11 September 2015
<b>Telephone number</b>	01757 630934

Hemingbrough Pre School registered in 1973. The pre-school employs six members of childcare staff. Of these, three hold appropriate child care qualifications at level 4 and three hold appropriate child care qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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