

Monk Fryston Pre-School

Church Hall, Church Lane, Monk Fryston, Leeds, North Yorkshire, LS25 5DY



Inspection date

29 January 2015

Previous inspection date

27 April 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Inspirational and enthusiastic staff provide extremely high-quality learning experiences, which ensure children are fully engaged, eager to explore and thrive on new challenges and learning opportunities.
- The quality of teaching is outstanding as staff have an excellent knowledge of how children learn. This is further supported through precise, accurate assessment and planning for individual children to ensure they make rapid progress.
- Children develop very secure emotional attachments because staff work very hard to build and sustain close working relationships with children and their families. As a result, children's personal care needs and social skills are supported to a very high standard.
- Children are extremely safe in an environment that is secure and stimulating. Staff demonstrate an excellent knowledge and understanding of safeguarding and child protection procedures.
- The committee, manager and staff team work in excellent partnership. All are fully involved in the continual review and evaluation of practice and the learning experiences provided for children. As a result, there is a highly effective drive for improvement and an uncompromising commitment towards achieving excellence in all areas.
- Highly effective partnerships between parents, other providers and the pre-school staff ensure that everyone is well informed about children's developmental progress and can effectively continue to support this.
- The planning and organisation of each pre-school session is excellent. Consequently, staff provide a relaxed, fun and welcoming environment where each child is respected and highly valued.

What the setting needs to do to improve further

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

- extend further opportunities for children to use non-fictional literature and books to support their play and learning.

Inspection activities

- The inspector toured all areas of the setting accessed by the children, including the outdoor environment.
- The inspector undertook a joint observation and discussed this with the deputy manager of the pre-school.
- The inspector observed play and learning opportunities for the children and spoke to staff members throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of all staff working with the children. Suitability of the committee was also checked.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at a range of documentation, including children's learning journey records, activity planning, pre-school policies and self-evaluation.

Inspector

Lindsay Dobson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff use their expert teaching skills to support children's learning and provide an outstanding range of play and learning opportunities. Children have extensive opportunities to initiate and lead their own play. They are skilfully supported by enthusiastic and interested staff. As a result, children are highly motivated and develop excellent skills to support them in future learning at school. Planning for individual children and assessments of their development are precise and sharply focused on further development. There are excellent systems in place to ensure all parents are fully involved in their child's learning both in the setting and at home. Consequently, children make rapid progress towards the early learning goals. Staff ensure that all activities have purpose, challenge and provide great fun. Role-play and small-world resources are a firm favourite. These stimulate and extend children's imaginations, for example, they dress-up in doctors' uniforms and use a very good range of supporting resources. Children listen to each other's hearts with the stethoscope and demonstrate a strong understanding of other equipment. Children, however, do not have consistent access to non-fictional materials in each play area, to further support their play and learning. Staff interaction enhances children's communication and language skills very well.

The contribution of the early years provision to the well-being of children is outstanding

A warm, friendly and inviting environment is provided to children, who enter the setting confidently and are very excited about the activities available to them. Children settle quickly and demonstrate extremely close bonds and attachments to the staff team and their key person. Consequently, staff support children's emotional security and promote their self-esteem. Staff are exceptionally good role models who value children's individuality, ideas and achievements. They focus on and promote children's good behaviour at every opportunity. Children understand about good health and hygiene and follow consistent routines. All staff have an excellent understanding of their responsibility to safeguard and protect children. They implement comprehensive policies and safe working practices exceptionally well, supporting children's safety, health and well-being.

The effectiveness of the leadership and management of the early years provision is outstanding

Staff are dedicated to delivering exceptionally high standards of care and learning to children and their families. They fully understand their roles and responsibility and are very effectively supported by the manager and committee. Self-evaluation is exceptional and includes staff, parents, children and other professionals. This ensures a holistic approach to ongoing improvements, with targeted plans being effectively implemented and addressed. Children's learning is extensively monitored by staff, enabling them to identify and target areas for additional support. This includes children who have special educational needs and/or disabilities. Recruitment, induction and ongoing appraisal ensure that the qualified and dedicated staff team teach children exceptionally well and seek out ways to further develop practice.

Setting details

Unique reference number	400299
Local authority	North Yorkshire
Inspection number	868848
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	41
Name of provider	Monk Fryston Pre-School Committee
Date of previous inspection	27 April 2010
Telephone number	01977 681 050

Monk Fryston Pre-School was registered in 1992, but has been running in the village of Monk Fryston on the outskirts of Leeds for 45 years. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9am to 12 noon and on a Tuesday and Thursday from 12.30pm to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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