

Queensgate Pre-School

Beverley Grammar School, Queensgate, Beverley, East Riding of Yorkshire, HU17 8NF



Inspection date

6 October 2017

Previous inspection date

20 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 share information with parents about children's learning through, for example, written reports and daily discussions. They provide opportunities for parents to extend their children's learning further at home and offer books and mathematical resources.
- Children are very confident and keen to arrive in this welcoming pre-school. Staff provide children with a good range of exciting and stimulating activities and equipment that children can freely access. This helps children to be motivated to learn and to follow their interests.
- Children learn key skills and are well prepared for their move on to school. Staff provide children with opportunities to dress up in the school uniform and talk to them about the school environment and teachers.
- Staff are well qualified and supported well in their roles. The manager helps staff to reflect on their practice and to identify professional development opportunities. Recent training has helped staff to support children with their literacy and mathematical skills.
- Parents comments positively about the pre-school. They say that their children are happy and staff provide a friendly and homely environment. Children demonstrate that they feel safe and are emotionally secure.

It is not yet outstanding because:

- Staff do not gather enough detailed information from parents about children's abilities when they first start.
- The manager has not yet implemented a system to monitor the progress that different groups of children are making.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what children know and can do when they first start, to help staff plan for children's learning from the outset
- monitor the progress of different groups of children to help all children make as much progress as possible.

Inspection activities

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

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well in partnership with schools that children move on to. They invite teachers into the pre-school to speak to children before they start school. Staff share information about children's learning and abilities to support consistency. Safeguarding is effective. Staff know where to report concerns about children's safety or welfare. They risk assess the environment prior to children arriving and remove any hazards. Recruitment procedures are robust and ensure that staff are suitable in their roles. The manager and staff continually reflect on how they can raise outcomes for children. Staff use recent changes to the resources in the outdoor area to increase learning opportunities for children.

Quality of teaching, learning and assessment is good

Staff know the children well and play alongside them. They talk to them about what they are doing and support their learning well. Staff observe and monitor the progress children make. They provide opportunities for them to learn about their local community. Staff take children for walks to the local shop where they use their own money to buy food. Staff weave mathematical concepts into children's play. They ask children to bring in pictures of their homes that show numbers on the houses. Staff display these, which helps children to have a sense of belonging in the pre-school. Staff are very skilled at engaging children in learning. They are very patient and spend time listening to children. Staff value children's views and the conversations they have with them. Children demonstrate positive relationships with staff and enjoy playing alongside them.

Personal development, behaviour and welfare are good

Children behave well, are confident and express their own preferences and interests, demonstrating their sense of themselves as individuals. Children settle quickly and separate from their parents or familiar adults with ease. Staff provide children with a range of healthy snacks. Children help staff to plant runner beans, tomatoes and strawberries in the garden. They learn about healthy foods and eat what they have grown for snack. Staff encourage children to be independent and, for example, ask them to wash their hands prior to eating. Children serve their own food and drinks. Staff sit with children during snack time to help develop their social skills.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. Younger children explore the texture of paint on their hands, developing their senses. They describe it as being 'squidgy'. Older children demonstrate their understanding of how to use a simple program on the computer. They move the control and make marks on the screen, helping to develop their coordination in preparation for developing early writing skills. Children are physically active and enjoy walking around the host school field looking for conkers, which helps to develop their understanding of the natural world.

Setting details

Unique reference number	314701
Local authority	East Riding of Yorkshire
Inspection number	1064029
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Queensgate Pre-School Committee
Registered person unique reference number	RP904092
Date of previous inspection	20 May 2013
Telephone number	01482 862879

Queensgate Pre-School registered in 1990. The pre-school employs seven members of childcare staff. Of these, two hold qualified teacher status, one holds a childcare qualification at level 4, two hold level 3 and two hold level 2. The pre-school opens during term time only. Sessions include Monday, Wednesday and Thursday from 9am until 1pm, Tuesday from 9am until 3pm and Friday from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

