

Heslington Pre-School

Lord Deramore's Primary School, School Lane, Heslington, York, North Yorkshire YO10 5EE



Inspection date	12 September 2018
Previous inspection date	23 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- Managers and committee members share an ambitious and common vision for the pre-school. They ensure that all staff are involved in making ongoing improvements.
- Staff have a secure knowledge of the safeguarding policy and procedures. They fully understand what to do if they have a concern about a child, another member of staff or the managers. This ensures children are kept safe from harm.
- Staff have formed effective working relationships with parents. They use different ways to tell parents about the progress their children are making and about their achievements.
- Staff are warm, friendly and nurturing. They understand children well and follow their developing interests closely. This means that children are happy, settle in well and build strong friendships with adults and other children.
- Staff plan a wide range of learning experiences for the children. As a result, children enjoy their time at pre-school and make good progress in their learning and development.
- Managers and staff work well as a team and liaise closely with other professionals, where appropriate. Staff work with teachers at local schools to ensure that the move from pre-school to school is as smooth as it can be.

It is not yet outstanding because:

- At times, staff miss opportunities to develop children's understanding of shape, space and measure during conversations and everyday activities.
- Staff do not take the opportunity to give relevant information to parents about how they can extend their children's learning in the home environment.

What the setting needs to do to improve further

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

- provide and extend opportunities to talk to children and promote their wider mathematical thinking, in order to help raise their achievements to an even higher level
- focus on ways to provide specific information to parents to enable them to promote and extend their children's learning in the home environment.

Inspection activities

- The inspector observed activities in the playroom as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the managers.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and improvement planning documents.

Inspector

Lois Wiseman

Inspection findings

Effectiveness of leadership and management is good

Managers and staff have taken prompt and effective action to address the weaknesses identified at the last inspection. Staff are committed to developing the quality of care and learning. They have worked hard to make significant improvements to the overall quality of the pre-school and aim to better the outcomes for children even further. Safeguarding is effective. Staff supervise the children well and maintain a safe environment. Arrangements are in place to recruit and induct new staff, helping them to understand their new roles and responsibilities. Managers monitor the quality of staff's teaching practices and children's progress checks. This ensures that they are accurate, of high quality and meet the needs of the children.

Quality of teaching, learning and assessment is good

Support for children's communication and language skills is consistently good throughout the pre-school. Staff use a variety of ways to help children develop their active vocabulary and to become happy and confident talkers. Parents enjoy being able to access information about the progress of their children, by speaking directly to staff and reading the online learning journal. Staff have developed bright and welcoming environments, indoors and outdoors. Children can choose the objects that they want to use easily and become very engaged in their play. Staff help children to explore ideas to learn about the world around them. For example, children are given opportunities to plant seeds and watch the plants and vegetables grow.

Personal development, behaviour and welfare are good

The key-person system is effective and enables children to form secure bonds with others. Staff are caring, approachable and alert to the children's care needs. Children eat healthy and nutritious snacks and understand about healthy lifestyles. Staff work calmly with the children and manage their behaviour throughout the sessions well. Children are sociable and confident. They help each other to find resources and are motivated about the activities that are offered. For example, younger children are curious to discover the names of different fruits and vegetables at the pretend 'shop'. Their sensory skills are promoted as staff encourage them hold and smell lemons and limes. Staff praise the children in a positive way, helping them to develop a 'can-do' attitude throughout their play.

Outcomes for children are good

Staff use additional funding effectively and in line with the children's individual needs and interests. As a result, children who start below their expected level of learning begin to thrive and make good progress. Staff offer children numerous opportunities to develop their independence in the routines and activities. This means that children's emotional well-being is fully supported. Children's physical skills are promoted well. For instance, older children become excited as they play different ball games as a team in the outdoor play area. Children are developing the skills they need for their next stage of learning. They share reference books and stories with staff and are able to recall similar experiences from their home life.

Setting details

Unique reference number	321542
Local authority	York
Inspection number	10061068
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	20
Number of children on roll	19
Name of registered person	Heslington Pre-School Committee
Registered person unique reference number	RP910754
Date of previous inspection	23 May 2018
Telephone number	07708 155 484

Heslington Pre-School registered in 1992. The setting employs five members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualifications at level 5, one at level 4 and one at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8.55am until 2.55pm on Monday, Wednesday and Thursday, and 8.55am until 11.55am on Tuesday and Friday. The setting provides funded early education for three- and four-year-old children.

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