

Dacre Banks Pre-School Playgroup

Summerbridge Cp School, Summerbridge, Harrogate, North Yorkshire, HG3 4JN



Inspection date	10 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager and staff team work well together. They demonstrate a genuine interest and a passion for their work. This has a positive effect on children's achievements.
- Children benefit from the good links staff have established with the host school. Teachers from the school meet the children in pre-school. This helps children to prepare emotionally for their eventual move on to school and promotes their continuity in care and learning.
- Staff create an inviting and enriching environment. They plan a good range of enjoyable, exciting activities for all children that challenges and stimulates their learning. All children are busy and engaged well in their play, and are eager to try new experiences.
- Children enjoy coming to the pre-school. They engage well in learning. Staff are very nurturing and care for young children with sensitivity, as they are highly responsive to their individual needs. Children have strong relationships with staff.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children who speak English as an additional language to use or hear their home language during their play.
- Staff do not make full use of opportunities to strengthen and increase the information they provide parents, to help parents to better support their child's learning at home.

What the setting needs to do to improve further

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

- encourage children who speak English as an additional language to use their home language during their play even further
- increase the information shared with parents, enabling them to further support children's already good learning at home.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to 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. Staff have all undertaken child protection training. They know what to do and who to contact, should they have any concerns about a child in their care. Management implements robust recruitment procedures for staff and ensures their ongoing suitability. The manager works closely with staff to monitor the educational programmes. This helps to make sure that all children are progressing well across all areas of their learning and development. Staff benefit from regular supervision meetings and training. They are effectively supported to develop their knowledge and skills. For example, recent mathematical training had a positive impact on raising the quality of teaching and children's learning. The manager includes the views of staff and parents in the self-evaluation of the pre-school to identify and address ongoing improvements.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning, and use these to plan for what children need to learn next. They interact positively with children and show high levels of interest in what children do and say. Staff follow children's lead and encourage them to initiate their own play and pursue their interests. Children's communication and language skills develop well. Staff use various ways to promote communication skills. For example, they model language, help children to recall past experiences, use picture clue cards and a visual timetable. Staff teach children to recognise numbers, letters and familiar words. Children make very good progress developing their mathematical skills. Staff skilfully use incidental opportunities to reinforce and develop learning. For example, children enjoy playing number games, singing number songs, identifying shapes and counting the number of candles they need for their cake.

Personal development, behaviour and welfare are good

Children's behaviour is very good. They play well together, make good friendships and learn the importance of sharing and taking turns. Children receive plenty of praise and support from staff, which helps to develop their confidence and raise their self-esteem. Children have many opportunities to play outside in the fresh air to help support a healthy lifestyle. They thoroughly enjoy the nutritious snacks and learn good hygiene routines. Children learn to do things for themselves, such as to serve their own meals and clear away after mealtimes.

Outcomes for children are good

Children's early writing skills are emerging as they make marks and begin to recognise letters. They use their imaginations and make links with their own experiences as they play in the role-play area. Children eagerly make pretend meals and dress the dolls ready to go shopping. They develop good manipulative skills while using tools for a purpose as they design their own creations using dough. All children make good progress and are well prepared for the next phase of their learning, such as school.

Setting details

Unique reference number	EY550509
Local authority	North Yorkshire
Inspection number	1112822
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	29
Name of registered person	Dacre Banks Pre School Playgroup Committee
Registered person unique reference number	RP523126
Date of previous inspection	Not applicable
Telephone number	07875283281

Dacre Banks Pre-School Playgroup registered in 2017. The setting employs seven members of childcare staff. Five members of staff hold appropriate early years qualifications at level 3 or above, including one who is a qualified teacher. The setting opens from Monday to Friday during 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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