

Fylingdales Pre-School Playgroup

St Stephens Church Rooms, Fylingthorpe, Whitby, North Yorkshire YO22
4RN



Inspection date	22 May 2019
Previous inspection date	14 May 2015

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

This provision is good

- Staff have a thorough knowledge of the children in their care. They work hard to listen to children's interests and use this information to prepare stimulating activities for them. Children are enthusiastic, keen learners and make good progress.
- Older children develop the skills they need to start school. Staff use a range of group activities and self-chosen play to enhance children's emerging literacy and numeracy skills. Children show they are ready for the next stage in their learning.
- Children have very secure bonds with their key person and the whole team. They settle in very quickly and include staff in their play and explorations. Staff show high levels of care and affection for children, describing their relationship as a 'privilege'.
- Staff are excellent role models for children. They use specific praise and encourage children to think about how they can resolve conflict for themselves. Children's behaviour is exemplary. They are kind, respectful and well-mannered.
- Staff work hard to develop effective partnerships with other professionals to provide children with the support they need. Children with special educational needs and/or disabilities are effectively supported to close gaps in their learning.
- The manager is experienced, organised and committed in her strive towards excellence. She uses feedback from parents and staff to create precise action plans to help her drive improvements forward.
- The manager has not fully developed ways for parents to provide information about children's starting points on entry. In addition, some parents are not able to share or gather information about children's ongoing achievement.
- The manager does not fully evaluate the quality of staff's teaching or reflect on the impact it has for children.

What the setting needs to do to improve further

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

- ensure all parents are provided with opportunities to share information about children's starting points on entry and can contribute to their ongoing learning
- strengthen ways to evaluate the impact of staff's teaching for children to raise this to an outstanding level and help children make rapid progress .

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 to the children and staff throughout 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, such as the pre-school's policies, children's learning books and evidence of the suitability of staff working in the pre-school.
- The inspector obtained written feedback from parents, spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The manager and staff team regularly reflect on their improvements to the overall provision. For example, they have used pupil premium funding to enhance the outdoor area and develop children's personal, social and emotional skills. This has had a positive impact on all children's progress, particularly those who prefer to learn outdoors. The manager and staff team carefully monitor the progress children make. This has helped them to swiftly identify any areas of slower progress. Overall, the manager and staff team have good partnerships with parents and feedback is positive. Parents describe staff as 'caring and compassionate' and are happy with the care children receive. The manager provides staff with regular supervisions and encourages them to develop their skills. For example, staff have recently refreshed their skills in using epi-pens and have enhanced their child protection awareness. Safeguarding is effective. The manager ensures staff are aware of wider safeguarding issues and the management follow safe recruitment procedures for new staff.

Quality of teaching, learning and assessment is good

Staff are passionate about providing children with a range of exciting activities indoors and outdoors. They complete detailed observations of children's experiences and have a thorough knowledge of their current stages of development. This helps them to focus teaching on areas where children need the most support. Older children develop very good numeracy skills and have good levels of concentration. They enjoy their circle time and show support for each other as they match numerals to the corresponding number of objects. Outdoors, staff help children develop an understanding of the natural world. Children enjoy planting sunflowers and talk about what they need to help them grow. Young children are engrossed in their sensory exploration in the rice tray. Staff encourage them to feel the texture and model language as children experiment with filling and pouring.

Personal development, behaviour and welfare are good

Staff prioritise children's health, safety and well-being. For example, they are astutely aware of which children need to come for a drink in the warm weather and ensure children are protected from the sun. The key person system is effective. Children know which 'team' they are on and enjoy discussing who is in the lead in the behaviour reward chart. Staff encourage children to think about their emotions and gently remind them to be kind. Children clap and show support for each other during their individual singing session and wait patiently for their turn. Staff prepare indoor and outdoor environments extremely well for children. They capture their interest from the start of their play and enable children to be independent learners.

Outcomes for children are good

Children make good progress and are working in the stages of development typically expected for their age. Older children have good levels of confidence in their own ability and are keen to share their achievements. Young children show they feel safe and have strong exploratory skills. They begin to develop independence and good language skills.

Setting details

Unique reference number	400307
Local authority	North Yorkshire
Inspection number	10106671
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	18
Number of children on roll	33
Name of registered person	Fylingdales Playgroup Committee
Registered person unique reference number	RP903153
Date of previous inspection	14 May 2015
Telephone number	07964 436779

Fylingdales Pre-School Playgroup registered in 1993. There are currently seven staff working directly with the children, all of whom have an appropriate early years qualifications at level 3 or above, including the acting manager. One member of staff has an Early Years degree. The playgroup opens during term time only from 8.30am until 5.30pm, from Monday to Friday, with the exception of bank holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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