

Fylingdales Pre-School Playgroup

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



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| Inspection date | 14 May 2015 |
| Previous inspection date | 3 July 2009 |

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

Summary of key findings for parents

This provision is good

- Staff plan engaging activities using their knowledge of children's interests and awareness of the next steps in their development. As a result, children are enthusiastic learners.
- Effective partnerships with parents and a well-embedded key-person system, help children to form secure emotional attachments. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school.
- Effective self-evaluation means that the staff continually improve the good service for children and their families. Staff encourage parents to express their opinions of the pre-school, in order to ensure their views contribute to the overall self-evaluation and ongoing developments.
- Children are warmly welcomed into a friendly, stimulating environment where they can safely explore, both indoors and outside. This supports children's all-round emotional development and confidence.

It is not yet outstanding because:

- Staff do not always remind children of handwashing routines, therefore children's good health is not effectively promoted.
- Staff do not ensure that the outdoor area is not used to maximum effect, to support children's awareness of letters, words and numbers.
- Children do not always have opportunities to explore their interests in using technology independently. Consequently, their knowledge and understanding of the world is not fully extended.

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What the setting needs to do to improve further

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

- reflect on the organisation of handwashing routines to ensure they are fully effective in promoting children's good health
- enhance opportunities in the outdoor environment, for children to see print, in order to promote older children's interest in literacy skills even further
- make more resources available to children that reflect information and communication technology.

Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to the children and staff members in pre-school rooms.
- The inspector looked through the children's observation diaries and checked evidence of suitability and qualifications staff. She looked at a range of other documentation, including policies and procedures and the pre-school's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

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Inspection findings**How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. Well-qualified staff understand how to teach and extend the children's learning and development. As a result, all children make good progress. Children are motivated to try new experiences and develop curiosity during play. For example, they are fascinated when they engage in sensory play exploring various textures. However, the pre-school does not have resources freely available to support children's growing curiosity in everyday technology. This has an impact on their understanding of the world. Gentle reassurance and suggestions from staff help older children to persevere with a jigsaw and develop a sense of pride when they complete this for themselves. The indoor area offers excellent indoor learning opportunities for all children. Early literacy and mathematical skills are promoted as children join in with stories and songs and learn to count. The outdoor area is spacious and regularly used. However, it does not include a wide range of letters, words and numbers to fully stimulate and promote older children's pre-reading skills further.

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

Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour. Children play cooperatively and take turns, supporting their social and emotional development well. Staff are skilled in nurturing and supporting younger children. They provide time for children to enjoy energetic play on a daily basis and children enjoy a wide range of physical activities. Staff discuss the importance of eating healthily and children enjoy a wide range of fresh and nutritious foods at snack and lunchtime. Consequently, children develop an understanding of a healthy diet. Children are encouraged to wash their own hands before eating, promoting their self-help skills. However, on occasions staff do not ensure children wash their hands before eating fruit from the freely accessible fruit bowl. As a result, children's good health is not effectively promoted.

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

Children are effectively safeguarded because the manager and staff take all necessary steps to keep children safe. Well-organised supervision arrangements are in place to ensure staff have support and understand their responsibilities. Staff training needs are identified through this process and staff are encouraged to attend courses which help to extend children's learning. The management team and staff are highly motivated in raising the achievement of all children. The manager monitors the educational programmes and children's progress well, ensuring a broad range of activities are planned to match their needs. Partnerships between staff and parents are very positive. Parents spoken to during the inspection express their satisfaction with the pre-school. Staff understand the importance of sharing information with relevant professionals. Teachers from the local school in the area are invited to meet children prior to starting school. This helps to promote consistency in children's learning.

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Setting details

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| Unique reference number | 400307 |
| Local authority | North Yorkshire |
| Inspection number | 868850 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 18 |
| Number of children on roll | 30 |
| Name of provider | Fylingdales Playgroup Committee |
| Date of previous inspection | 3 July 2009 |
| Telephone number | 07964 436779 |

Fylingdales Pre-School Playgroup was registered in 1993. There are currently six staff working directly with the children, all of whom have an appropriate early years qualification. One member of staff has Early Years Professional status. The playgroup opens during term time from 8.30am until 5.30pm, from Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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