

# Appleton Roebuck Pre-school



Parish Rooms, Main Street, Appleton Roebuck, York YO23 7DJ

<b>Inspection date</b>	11 October 2018
Previous inspection date	Not applicable

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

- Partnerships between staff, parents and other settings that children attend are strong. They work together to provide a collaborative approach to children's learning.
- Staff are very good role models. They are kind and considerate to children and help children to learn rules and boundaries. Children happily share and take turns and behave very well.
- Staff have a good knowledge of how children learn and develop. They use information gathered from parents on entry, to plan precisely from the start. Staff provide activities that motivate and engage children well. This helps children to make continuous progress in their development.
- Staff engage children in meaningful conversations. They skilfully ask questions to build on what children already know. This helps to successfully support their communication skills.
- Children effectively learn about their community. For example, they visit a local church and often attend events at the local school, such as harvest festival.

### It is not yet outstanding because:

- On occasions, coaching and mentoring of staff is not effectively focused to ensure they continue to build on the good skills and knowledge they have already acquired.
- Staff do not always think planned activities through in enough detail to ensure that all children are able to participate fully.

## What the setting needs to do to improve further

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

- build on existing systems for coaching and mentoring of staff and continue to support their professional development, which helps them to develop and improve their knowledge and practice
- give more consideration to how all children are able to participate fully in planned activities.

### Inspection activities

- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views and the written views of others.
- The inspector sampled children's observations, planning and children's development folders. She checked evidence of staff's suitability, qualifications, policies, procedures and the pre-school's self-evaluation documents.
- The inspector held a meeting with the pre-school manager. She spoke to staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the procedures they use to identify and report any concerns to protect children's welfare. They assess risks daily to help them to eliminate potential risks to children. Staff successfully implement a good range of policies and procedures, which helps to keep children safe. The manager works closely with staff. She engages them in daily discussions and informal supervisory meetings to help them to feel valued and supported overall. Staff have identified key areas for development in the pre-school and are proactive in self-evaluative practice. This helps benefit children and results in a service that is continually improving.

### Quality of teaching, learning and assessment is good

Staff provide an enticing and welcoming play environment. They are well qualified and the quality of teaching overall is good. Children take part in activities, role play and discussions that help them to become inquisitive about the world. For instance, they pretend to be vets and help injured animals. Staff help children to develop their mathematical skills. They encourage older children to count and to talk about different shapes. Children have opportunities to practise their writing skills. For example, they use chalks in the outdoor play area to make marks on the ground. Staff and children sing familiar songs together. This helps children to recognise repeated sounds and promotes their listening and attention skills effectively. Staff encourage children to develop their physical skills as they manipulate play dough. Staff use a good observation, assessment and planning system. They successfully use this information to identify and plan for children's next steps in learning.

### Personal development, behaviour and welfare are good

Good relationships between staff and children are evident. This helps children to feel emotionally secure. Children's good health is successfully promoted. They enjoy healthy snacks and drinks. Children relish being outdoors and benefit from daily fresh air. They joyfully use the outdoor area to play and learn. For instance, children search for bugs, which helps them to learn about the natural world. Parents are encouraged to be involved in the pre-school and they happily help with charity events.

### Outcomes for children are good

All children develop well from their starting points. Children are engaged and happy in their learning. They gain good independence. For instance, children take turns to help to make snacks for all children. They learn how to use knives safely and manage risks well. Children use their imaginations well. For example, they confidently make wonderful models from junk materials. Children are gaining the necessary skills that they require for their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY538161
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10077238
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Appleton Roebuck Pre-School
<b>Registered person unique reference number</b>	RP538160
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07983789482

Appleton Roebuck Pre-school re-registered in 2016. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school operates Monday, Wednesday and Thursday from 9am until 12.50pm and Tuesday and Friday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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