

# Dacre Banks Pre-School Playgroup

Summerbridge Methodist Church, Main Street, Summerbridge, Harrogate, North  
Yorkshire, HG3 4BJ



<b>Inspection date</b>	13 April 2015
Previous inspection date	29 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Well-qualified and knowledgeable staff provide a broad range of interesting activities and resources, so that children have good opportunities to make their own choices in play. As a result, children develop good levels of confidence and make good progress across the seven areas of learning.
- The manager and staff team carry out regular observations and assessments on the children to help identify where they are in their learning. This supports children to make good progress in their learning, in preparation for school.
- The pre-school values the role of parents and has effective partnerships in place with other professionals. This ensures children benefit from a consistent approach to their care and learning.
- Children who speak English as an additional language are particularly well supported through appropriate intervention and support.

### It is not yet outstanding because:

- 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.
- Children's independence is not as well promoted during snack and lunch time as it is at other times during the day.
- Strategies to drive the quality of staff's practice to a higher level are not yet fully effective.

## PROTECT – INSPECTION

### What the setting needs to do to improve further

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

- increase opportunities for children to use and explore technology to understand more about the world
- enhance children's independence and self-care skills during snack and lunch time, for example, by supporting children to serve their own food and drinks and clear away afterwards
- enhance staff practice and the quality of teaching to a higher level, for example, by providing regular opportunities for staff to observe each other's work and share best practice.

#### Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during 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 and procedures.
- 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 as staff effectively promote the children's learning and development. Staff interact well with the children and use opportunities to develop their communication and understanding by using a range of teaching methods, such as asking challenging questions. Early literacy and mathematical skills are promoted as children join in with stories and songs, learn to count and talk about colours and size. Older children confidently add their own name to their pictures and are learning that print carries meaning. However, there is scope to enhance children's understanding of technology by making more information and communication technology resources available, to extend their learning and ignite their curiosity about how things work.

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

A well-embedded key-person system helps children to form secure emotional attachments. Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities. There are opportunities throughout the day where children are encouraged to engage in physical activity. As a result, children develop an understanding of the importance of physical exercise. Mealtimes are happy, social occasions and staff make good use of these opportunities to teach children about the importance of a healthy diet and the importance of good personal hygiene. However, at mealtimes, some opportunities to promote self-help skills and independence are missed. This is because children are not encouraged to serve their own food and drinks or clear away afterwards. Children in nappies have their care needs met effectively through consistent routines throughout the day.

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

The manager and staff team understand their responsibilities to implement the requirements of the Early Years Foundation Stage. The manager is involved in the daily practice of the pre-school and is successful in supporting and motivating staff. Staff are encouraged to further their professional development as they receive regular appraisals and training opportunities. Therefore, staff qualifications further support the good progress that children make. However, staff do not always have the opportunity to observe and evaluate each other's practice, to enable them to share their good teaching skills and identify how practice can be enhanced even further. Staff have a good knowledge and understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children. The manager demonstrates a strong commitment to providing a high-quality service. She gathers the views of staff and parents to plan ongoing improvements. As a result, the good service for children and their families is continually improving. Parents spoken to on the day were complimentary about the care and learning their children receive. They are kept up to date through newsletters and daily, verbal discussions.

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**Setting details**

<b>Unique reference number</b>	EY437634
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	853858
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Dacre Banks Pre School Playgroup Committee
<b>Date of previous inspection</b>	29 May 2012
<b>Telephone number</b>	01423781659

Dacre Banks Pre-School Playgroup was registered in 2011. There are currently nine staff working directly with the children, eight of whom have an appropriate early years qualification, including two staff with Qualified Teacher Status. The pre-school opens from 9am until 3pm, Monday, Tuesday, Wednesday, and 9am until 12pm on Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

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