

Inspection of Huby And Weeton Preschool

Almscliffe Hall, Harrogate Road, Huby, Leeds LS17 0EG

Inspection date: 22 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the pre-school. They enjoy a wide range of experiences to help them develop across all areas of the curriculum. Children direct their own play and are eager to learn. For instance, they choose to play with the dolls, dress up and pretend to go on holiday. Staff join in with children and skilfully extend their play. Children talk about their past experiences of visiting France. They describe how to get there and suggest different things they can do as they develop their imagination.

Children form secure attachments with the kind and caring staff. They regularly seek staff out to involve them in their learning. Children enjoy listening to stories with a familiar adult. They cosy up in the book corner as they share numerous books. Children are engrossed in the story. They extend their communication and language skills as they chat to staff about the main events and different characters.

The manager is ambitious and has a clear vision for providing high-quality, inclusive care and education to all children. Staff are passionate about giving children the best start in life. They are good role models and teach children right from wrong. A consistent approach is applied to help children understand the expectations of their behaviour.

What does the early years setting do well and what does it need to do better?

- Staff take time to get to know children's individual personalities. They find out what children understand, know and can do. Staff carefully observe children and work together to plan a range of activities to challenge them. They use children's interests as a starting point and extend on these to help children learn and develop new skills.
- The environment is well organised. Staff think carefully about the layout so that it promotes children's curiosity and interest. Overall, children have access to a good variety of activities to support their learning and development. However, staff have not fully explored all ways to promote opportunities for children to learn about people and communities beyond their immediate experience.
- Staff are positive and praise children for having a go. Children are well behaved and develop a 'can-do' attitude as they try out new skills. They are encouraged to make independent choices. However, on some occasions, staff complete tasks for children which they are able to do for themselves.
- Children's physical development is supported well. They enjoy their time outside and have plenty of opportunities to be active. They ride bikes and scooters, play chasing games and throw and catch balls.
- Parents speak highly about the setting. Staff involve parents in their children's learning and keep them well informed about what their children are doing on a

daily basis. For example, children have recently completed a home learning task where they made bug houses and brought them into the setting to share with their friends.

- Managers and staff work in partnership with additional settings that children attend. They regularly share information about children's interests and development to strengthen children's learning and ensure a consistent approach.
- The manager monitors staff performance through regular supervisions and appraisals. She observes staff as they interact with children and gives them feedback to help them develop their practice. Staff attend regular training events and share good practice with other early years providers to keep their knowledge up to date.
- The manager obtains feedback from parents, children and staff to help her reflect on the setting. Together they have identified areas which they would like to improve. For example, there are plans in place to renovate the outdoor area so that children can enjoy more outdoor learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know what signs and symptoms might indicate a child is at risk of harm. They understand how to identify and report any concerns they may have about a child's welfare. The manager ensures staff keep their knowledge up to date and all staff are aware of wider child protection issues. When appointing new staff, the manager follows safer recruitment procedures to assure her that staff are suitable and have the skills they need to fulfil their roles.

What does the setting need to do to improve?

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

- enhance the range of experiences that help children to learn about their own community and those of others
- make the most of all opportunities to further support children's growing independence skills.

Setting details

Unique reference number	EY435800
Local authority	North Yorkshire
Inspection number	10074953
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	15
Name of registered person	Huby and Weeton Preschool
Registered person unique reference number	RP909318
Telephone number	07815678338
Date of previous inspection	18 May 2016

Information about this early years setting

Huby And Weeton Preschool registered in 2011. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time. Sessions are from 9am to 3pm on Monday and Tuesday, from 9am to 1.30pm on Wednesday and Thursday, and from 9am to 1pm on Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and the manager completed a 'learning walk' to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with committee members, staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector and the manager.
- The inspector looked at a sample of documentation. This included evidence of staff suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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