

Inspection of North Cave Preschool

Village Hall, Westgate, North Cave, BROUGH, North Humberside HU15 2NJ

Inspection date: 3 June 2024

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 have a strong sense of belonging at this warm and welcoming pre-school. The dedicated manager and her passionate staff team create a nurturing and inclusive environment for all children who attend. Staff are kind and know the children well. This supports children to settle quickly and feel safe and secure.

The manager plans an engaging curriculum and has high expectations for children's achievements. Staff understand how to implement a curriculum that builds on what children know, can do and need to learn next. They plan a range of exciting activities and experiences for children. For example, children work together in teams to plant and grow sunflowers. They regularly measure the plants in hope that they win the pre-school competition. All children make good progress and are prepared well for their next stage of learning, such as school.

Children behave very well at the pre-school. They take turns and are kind to each other. Staff teach children how to use good manners, such as by saying 'please' and 'thank you'. They consistently support children to understand and follow the rules and expectations of the pre-school. Staff explain the reasons if they do not wish children to do something. For example, during group times, staff explain to the children that they need to sit on their bottoms and listen so that everyone can hear the story. This supports children to understand the consequences of their actions and behave well.

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

- Children's physical development is supported well at the pre-school. Staff ensure that all children benefit from daily activities outdoors to exercise their large muscles. For instance, children run, balance, ride tricycles and climb in the well-equipped outdoor area. Children take part in weekly yoga sessions led by a visiting yoga teacher. These activities help children to build confidence in their physical skills and supports their overall well-being.
- Overall, staff support children to learn how to keep themselves safe. For example, the pre-school has teamed up with a local primary school to take part in the children's road-safety awareness programme. This helps children to understand how to stay safe near roads. However, the curriculum does not yet include the use of digital technology or the internet. This means that staff do not fully support children and their families understanding of when they might be at risk, while using the internet and digital technology.
- Children are very independent and take great pride in being able to do things for themselves. For example, children put on their own shoes and coats before outdoor play. They use the toilet and wash and dry their hands independently. Staff give children small tasks, such as being in charge of dispensing soap for

their friend before mealtimes. This gives children a real sense of responsibility. These early experiences help children develop skills that support them in readiness for their next stage in learning, including school.

- The manager and her team consistently review their practice together. They gather feedback from parents through questionnaires and conversations. Staff's skills and knowledge are kept up to date through regular ongoing professional development opportunities. For example, recent schema training has helped staff understand how individual children learn best. Staff comment that they feel well supported by their manager and love working at the pre-school.
- Staff support children's mathematical learning well across the pre-school. Children learn about shape, space and measure through a variety of experiences. Mathematical language and counting are skilfully interwoven into children's play and learning. For instance, staff support children's understanding of positional language. Children enjoy placing objects 'under', 'behind' and 'on top' of cups. This helps children to begin to understand early mathematical concepts.
- Partnership with parents is good. Parents are highly complementary about the pre-school. They say they feel well informed through daily discussions, newsletters and the use of an online platform, to receive information about children's experiences. The manager involves parents in the life of the pre-school. For example, parents are regularly asked for their views and invited to special event days that help to build a sense of community. However, the manager has not yet fully embedded arrangements to support children and families with learning at home.
- Children make good progress in their communication and language development. Staff use questions as children play to encourage conversation. They allow children the time they need to process their thoughts and answer the questions asked. Children are provided with daily opportunities to read stories and sing songs and rhymes together.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the curriculum even further to support children's growing awareness of how to safely use technology and the internet
- strengthen partnerships with parents to ensure they are aware of what their children are learning at pre-school and how they can support them further at

home.

Setting details

Unique reference number	314685
Local authority	East Riding of Yorkshire
Inspection number	10339333
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 at time of inspection	1 to 4
Total number of places	12
Number of children on roll	17
Name of registered person	North Cave Pre-school Committee
Registered person unique reference number	RP904574
Telephone number	07968 239 303
Date of previous inspection	11 July 2018

Information about this early years setting

North Cave Preschool registered in 1990 and is located in Brough. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 4 and one at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- Staff spoke to the inspector during the inspection.

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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