

Inspection of Freda's Community Playgroup and Pre-school

Giggleswick, Settle BD24 0BU

Inspection date:

8 December 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy at this warm and welcoming nursery. Babies flourish with care from staff who are incredibly in tune with their needs. Staff quickly provide reassurance and encouragement where needed. Babies develop a sense of belonging as they find photographs on the 'family tree'. This helps them to form good attachments and feel safe and secure. Parents say that their children love coming here and enjoy each day.

Children are curious and enthusiastic learners. They benefit from engaging and purposeful experiences, such as learning about hibernation, exploring ice, and making winches for derailed trains. Children are motivated by the interesting range of available resources and explore them with increasing independence. Staff use questioning and their in-depth knowledge of children's development to extend learning opportunities and teach new things. This helps children to make good levels of progress from their starting points.

Children learn about how to be a positive member of their community. They visit the local garden centre and cafes. They have been part of the creation of a community eco-garden. Staff teach children about the people who help them with planned visits from the fire service and cave rescue team. Furthermore, children visit the library to borrow books and bake cakes with the local baker. This breadth of experiences gives children a great start to their education.

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

- Leaders plan an ambitious curriculum. Staff are confident about what children already know and what they are going to learn next. Observations of children's development are accurate and precise. This helps staff to plan effectively for children's next steps.
- Children with special educational needs and/or disabilities (SEND) are supported to a high level. Staff work very well with wider professionals to ensure plans for children are delivered with integrity. This enables all children with SEND to achieve their full potential.
- Children enjoy being active in the large outdoor area. They develop their physical skills as they climb and explore. Children grow plants and herbs in the allotment. They tend to the nature area and observe insects in the 'bug hotel'. This helps to develop children's understanding of the world around them.
- Leaders swiftly identify any gaps in children's learning. For example, they have recognised the impact that the COVID-19 pandemic has had on some children's communication and language development. Children now benefit from age-appropriate focus sessions to close these gaps. Babies are supported by staff who narrate their actions as they squash and roll dough. Staff animatedly read

exciting stories to children, who immerse themselves in the experience. Children confidently sing favourite nursery rhymes with props and musical instruments. This helps them to learn and use new words.

- Overall, children behave well. They are clear about what is expected of them and follow the 'happy day rules'. Staff regularly praise children. However, this praise is not always specific and does not consistently highlight what children are being praised for. For example, children hear that they are a 'clever boy' or a 'good girl'. While they appreciate the recognition, this does not help children to further develop their sense of what is right or wrong.
- Parents and carers compliment the 'family feel' of this setting. They report that they are happy with how well their children are cared for by the 'lovely staff'. Parents know what their children are learning. They appreciate the detailed information they receive from their child's key person each day.
- The new management team has a very positive and enthusiastic ethos towards continuous improvement. Staff benefit from focused training. Leaders welcome staff's ideas to make positive changes through the 'improvement board'. For example, they have recently introduced toilet-training bags for parents to further support children's self-care skills at home.
- New staff and those in training feel well supported by the knowledgeable leaders. They receive a thorough induction to support them in their roles. The manager has identified how to coach and mentor staff to further elevate the level of teaching. However, these plans are still in their infancy and have not yet been fully implemented to raise the quality of all staff's interactions and teaching to the highest possible level.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their responsibility to safeguard children very seriously. Staff receive regular safeguarding and child protection training. They have a good knowledge of the signs and symptoms that may indicate that a child is at risk of abuse. They are clear about the processes to follow should they have concerns about children's welfare. Leaders follow robust recruitment processes to help assure the suitability of adults working with children. Staff are deployed effectively, and children are well supervised. Appropriate security measures are in place to ensure that only authorised people are allowed to enter the building. This helps to keep children safe from possible harm.

What does the setting need to do to improve?

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

- help children to develop their sense of what is right and wrong through providing them with specific and purposeful praise

- enhance supervision arrangements to target mentoring and coaching, to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2612286
Local authority	North Yorkshire
Inspection number	10263399
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	44
Name of registered person	Freda's Community Playgroup and Pre-school CIO
Registered person unique reference number	2612284
Telephone number	01729824884
Date of previous inspection	Not applicable

Information about this early years setting

Freda's Community Playgroup and Pre-school registered in October 2020. It is situated in Settle, North Yorkshire. The setting employs 11 members of staff. Of these, seven hold relevant qualifications at level 3 and one holds a qualification at level 2. The setting opens Monday to Friday, from 8am to 5pm, term time only. Funded early years education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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