

Scorton Village Pre School

Inspection report for early years provision

Unique Reference Number	400323
Inspection date	25 January 2007
Inspector	Julie Morrison
Setting Address	The War Memorial Institute, Scorton, Richmond, North Yorkshire, DL10 6DN
Telephone number	01748 812825
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Registered person	Scorton Village Pre School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Scorton Village Pre-School has been registered since 1991. It operates from a purpose built extension building at Scorton War Memorial Institute, in the village of Scorton North Yorkshire. The group has sole use of the building including the sports hall and there is a small outdoor play area available. The provision serves both the local and wider rural community.

A maximum of 30 children from 2 to under 5 years may attend the pre-school at any one time. There are currently 36 children on roll. Of these, 29 children receive funding for nursery education. The group supports children with physical disabilities and learning difficulties. The pre-school is open each week day from 09.15 to 15.15 term time only.

The pre-school employs three full-time and one part-time members of staff to work directly with the children. Three members of staff hold appropriate early years qualifications and all are suitably experienced in childcare.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for in a clean and hygienic environment. Tables are cleaned before and after food, staff frequently wash hands, and toys and equipment are cleaned regularly. Staff take responsibility for ensuring that their work area remains clean throughout the day. Children learn about personal hygiene practices as they wash hands before meals and after the toilet. They talk confidently about why they wash hands, 'to stop germs and so that they do not get poorly'. There is a clear written policy regarding sick children, and effective recording of emergency consents, accidents and medication permission, promotes children's health and well-being.

Children learn about healthy eating through well-planned activities. They read a book 'big bear, little bear' and discuss what polar bears eat. The children then enjoy making and eating fish goujons as a nutritious morning snack. Afternoon snacks are linked to a green theme, the children are involved in making a fresh fruit salad of apples, pears and grapes, and are actively encouraged to try new flavours. Children are able to access fresh water through out the day and independence is promoted as they serve drinks themselves. Lunch is provided by parents, however, the pre school sends information home to actively promote healthy packed lunches and to keep the food cool by adding ice packs. Information is displayed at snack time to promote learning about healthy eating and staff discuss with the children what they are eating and why it is healthy. As a result, the children are learning the importance of eating well to grow strong and healthy.

All children have regular opportunities for physical exercise which contributes to their good health. They enjoy an outdoor play area as well as an indoor hall, and confidently use a range of equipment, such as bikes, scooters and balance beams to promote their co-ordination. The children take musical instruments and art materials outside and create winter pictures. Children have good opportunities to rest or be active according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe, secure, bright and welcoming environment which is well maintained. For example, the building is secure, visitors are signed in and out and regular risk assessments are carried out. Good use is made of the available space. Child sized storage boxes and trays mean that children can freely move around and independently choose from a broad and well maintained range of resources. Equipment is of a good quality and suitable for the age and development of the children, for example, child size chairs, tables and small sofa's in the book corner. Staff regularly check equipment for safety and cleanliness.

There is a good range of written policies in place covering a range of safety issues, for example health and safety, fire procedures and lost and uncollected children. These are understood and implemented by the staff. Children learn how to keep themselves safe as they take part in regular fire drills, tidy away toys to keep areas safe and learn how to use knives and scissors correctly.

Children are effectively protected as staff have a good understanding of their roles and responsibilities in relation to child protection. They have a clear child protection policy; they are aware of the signs and symptoms of abuse and understand the procedures to follow if they have any concerns about a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the pre school and have developed warm relationships with the staff and each other. They know the routines well, enter the group confidently and separate from carers easily. They participate enthusiastically in a wide range of activities that contribute to their overall development and learning, for example, jigsaws, role play, playing with the water and sand and enjoying rhyming and action songs. Children benefit from a good balance between child and adult led activities.

Staff are using the 'Birth to three matters' framework and have introduced formal systems for planning, monitoring and assessing children's learning. They use this to ensure that all children are effectively supported in making good progress across all areas of their development. The manager has a good understanding of how 'Birth to three' links into the stepping stones to ensure ongoing development.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a very good knowledge of the Foundation Stage and how children learn. They use long, medium and short term plans to provide a broad, well balanced range of activities across the areas of learning. The planning is detailed and shows how children are continually challenged and how individual needs are met. Children's progress is effectively monitored and recorded in their individual files which include photographs and written observations, linked to the stepping stones. Staff make good use of questioning to extend children's learning. For example, they ask children, what does the fish smell like? What does it feel like? How does it taste?

The children clearly enjoy coming to the pre school. They engage happily in solitary play, for example, persisting at challenging jigsaws for extended periods of time. They also play co-operatively with others, for example, at circle time they enthusiastically participate in 'row row row your boat'. They pair up with a friend and enjoy joining in with the actions and singing. The children behave well and show concern for one another, they take turns, remind each other to share and praise one another, for example, 'well done', when one completes a jigsaw. Children show good understanding of self care, for example, they put on their own coats, take themselves to the toilet, wash their hands and pour their own drinks.

Children's communication skills are developing well. They confidently share their own ideas and experiences and participate well at circle time, for example, they take turns discussing what is in the bag. They love stories and are able to listen attentively, recall what happens next and make good use of reference books. For example, as they make snow with corn flour and snowflakes and they look at books to see where penguins and polar bears live, what it looks like and compare this to their snow area. Children demonstrate an interest in written words, for example, they use mark making in the role play area to create a shopping list and some are beginning to write their name. Children are showing an interest in linking sounds to letters and staff use jolly phonics and letter of the week to further develop this learning. They all join in as they sing 'the bear went over the mountain' substituting went with different 'w' words, for example, wobbled, waved, walked.

Children are gaining confidence in using numbers during everyday conversations as well as planned activities. They count how many sandwiches they have and use simple calculations to work out how many grapes they need for everyone. This is further developed as children talk about cutting grapes in half. Most of the children are counting reliably to 10 and beyond and using comparative language, for example, discussing which bear is bigger or smaller.

Children are interested in their local community. They look at maps of their village and discuss where the green is, where the shops are and why some children's houses are not on the map. They enjoy interesting outings, to the local garden centre, for walks around the village and to the local school, helping them to learn about the environment in which they live. Children learn about other cultures as they try new fruits and discuss where in the world they have come from. However, this area is not developed as strongly as other areas of the curriculum.

Children's creative development is encouraged well. They enjoy a range of activities, such as painting, playing in the sand and creating snow scenes with snowflakes and corn flour. They use magnifying glasses to explore in the water and 'make things look bigger'. They are developing skills in using one handed tools, such as scissors, pencils, and glue spreader.

Overall, children enjoy a wide range of activities and experiences to promote their learning and development.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed by familiar staff which contributes to them feeling secure and happy in the setting. Equal opportunities are promoted, all children are included and given opportunities to participate in activities. For example, at circle time a bag is passed around for children to 'see what's in the bag', all children are given a turn at doing this and discuss what they find. They are valued as individuals, staff take time to listen to what they say and ask questions and respond to them in a positive and relaxed manner. They respond spontaneously as they notice an unusual amount of birds in a tree outside the window. The children are delighted as a member of staff runs outside so that the children can count them as they fly off.

Children have good opportunities to learn about their local community, for example, they go on walks around the village, to the local school and local garden centre. They enjoy trips out on buses and on trains and learn about 'what jobs people do' as a hairdresser visits them to show them how she 'sets' a ladies hair. Children have some opportunities to learn about diversity as they taste different fruits and discuss where in the world they have come from, however, this area is not fully developed.

Children with learning difficulties and/or disabilities are successfully included in the setting. Staff demonstrate a good understanding of the needs of individual children and are committed to working with other professionals and parents to ensure children's development. Staff make good use of Makaton to ensure that all children are able to understand and respond to what is being asked of them. All of the children respond well to this. The manager is the named special educational needs coordinator; she and staff are committed to ongoing training to further develop their knowledge and skills in this area and benefit the care of the children.

Children's behaviour is very good. Staff use regular praise, they are consistent in their boundaries and help children to understand right and wrong with clear explanations. Children sit well for circle time and line up at the door carefully for outdoor play. They understand the importance of sharing, are polite to each other and show care and concern for one another, for example, one child asks another 'is it too loud for you?' and puts her arm around her. Therefore, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from positive relationships between staff and parents. Parents speak highly of the pre school and of the care and education their children receive. They have opportunities to familiarise themselves with the setting through an open day and a comprehensive information booklet which includes policies and procedures. Information about the children's likes, dislikes, family, friends, favourite toys ensures that there is an effective exchange of information about the children's individual needs. Information about the curriculum and planning is displayed for parents to see however, there is no formal information for parents to continue children's learning at home. Parents receive a termly report with photos and information about their child's development and can access their profiles or talk to staff at any time. A newsletter keeps parents up to date with news from the nursery and procedures are in place for recording complaints.

Organisation

The organisation is good.

Secure recruitment and vetting procedures are in place to ensure that children are protected and cared for by staff with relevant experience, knowledge and skills. Staff are committed to attending relevant training course to enhance their personal development and all hold a current first aid certificate. Staff have a high regard for the well-being of the children in their care and children receive a good balance of child and adult-led activities throughout the day. Staffing levels are high and suitable contingencies are in place for emergencies.

The setting has a comprehensive collection of policies and procedures in place, which are understood by staff, updated regularly and shared with parents. Documentation is well organised and easily accessible. A register is used to record children's arrival and departure times. However,

