

# Riding Mill Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	301817
<b>Inspection date</b>	02/11/2009
<b>Inspector</b>	Cathryn Parry

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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Riding Mill Pre-School is a committee run facility. It was registered in 1981 and operates from one main room within the village hall, situated in a residential area of Riding Mill in Northumberland. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9.00am to 11.45am and on Tuesday and Thursday afternoons, from 12.45pm to 3.00pm, during term time.

The pre-school is registered to care for a maximum of 24 children aged from two years old to five years old. There are currently 22 children attending in this early years age group. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are five members of staff, two of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The manager has obtained a relevant degree. The setting provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff offer a warm and friendly welcome to all children and their parents. The range of activities provided give ample opportunities for children to make progress. Systems for planning activities and observing children are being developed, as are links with other providers. Staff demonstrate a very positive attitude to making sure all children are given equal chances within the setting. Regular attendance of training and links with the childcare coordinator from the local authority ensures continuous improvement is maintained. Generally, documentation is stored effectively.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further systems for planning activities and observing children to form a clear view of where the child is in their learning
- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- improve the area used for the storage of staff records to facilitate easy access.

## **The effectiveness of leadership and management of the early years provision**

Staff have attended safeguarding training and have a sound understanding of associated issues. This results in children being well protected. Regular risk assessments reduce the chance of accidental injury well. A robust recruitment procedure gives high priority to ensuring all staff are suitably vetted in order to safeguard children. Staff records are stored at the committee's chair person's home to ensure confidentiality. However, these are not always immediately and easily accessible, which has a slightly negative impact on children being fully protected.

The manager demonstrates a true passion and enthusiasm for improving the service provided. She and her team evaluate the learning and development opportunities well in order to offer really good opportunities for children to learn through play. Feedback is gained verbally and in the form of questionnaires to give a broader view. The manager encourages her team's professional development, in order to further develop their childcare skills and knowledge. Resources are attractively displayed at the children's height to promote independence and free choice.

Good relationships with parents have been built. Staff speak to them on a daily basis to ensure they are fully informed of the experiences their children have enjoyed. This enables them to continue their children's learning at home through highlighted activities. This is complemented with a library service being offered to encourage parents to share stories with their children. There are currently very few children attending who access care and education in more than one setting. The manager and her team have not yet established strong associations with other providers in these settings, which negatively impacts on continuity and cohesion. Links have been made with other professionals, such as speech therapists to effectively meet children's individual needs.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good understanding of the Early Years Foundation Stage. They ensure that each of the areas of learning are covered well. An effective key worker system is implemented to encourage children to feel comfortable and secure. A consistent approach is implemented with regard to behaviour management with staff taking into account children's age, stage of development and personal circumstances. They nurture children's awareness of the wider community through a variety of activities, including celebrating different festivals. This is complemented with a range of resources showing positive images of different cultures and of people with disabilities. A wide selection of books are available for children to enjoy independently or with others. They have access to sorting, matching and sequencing resources to promote their ability to identify different shapes, sizes and colours. Exploring natural materials and nurturing plants and vegetables, including sun flowers and cabbages, gives children a sound awareness and understanding of

the living world. They delight in participating in creative activities, where they freely express themselves whilst having fun. Children use information and communication technology to support their learning, for example, when using the lap top computer and age-appropriate, interactive resources. Staff know the children well and plan activities around the areas of learning. These include imaginatively looking at the outdoor area. An example of this is where they promote children's problem solving, numeracy and reasoning skills whilst playing outside. Children have individual books, which contain observations and photographs. These are dated but do not easily show where children are in their learning, to inform future plans.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. They enjoy ample opportunities for large physical experiences. These include going for walks, using sit and ride toys and playing with hoops and balls. There is a carpeted book area for them to rest or play quietly, which has a positive impact on their well-being. Healthy snacks are provided, including fresh fruit and cereal. This is complemented with children being able to participate in health related activities, such as making vegetable soup, which nurtures good lifestyle habits. Children can not attend if they are ill, which reduces the risk of cross infection. They are becoming increasingly independent in their self-help skills. Examples of these are where they wash their hands after the toilet and before snack, as well as being encouraged to put their own coats on to play out. Children are well protected through good procedures for entry to the premises. Their knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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