

Scorton Village Pre School

Inspection report for early years provision

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Inspector	Karen Marie Tervit
Setting address	The War Memorial Institute, Scorton, Richmond, North Yorkshire, DL10 6DN
Telephone number	01748 812825
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Type of setting	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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

The setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 41 children in the early years age range on roll. Children attend the pre-school for whom English is an additional language. The pre-school is open each weekday from 9.15am to 3.15pm, during term time only.

The pre-school employs three full-time and two part-time members of staff to work directly with the children. All staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in the pre-school and their individuality is acknowledged and celebrated. A highly successful key-person system is in place. Children are making very rapid progress in their learning and development and benefit greatly from the creatively resourced, stimulating and highly accessible environment. Partnerships with parents and other providers of the Early Years Foundation Stage are particular strengths of the nursery and impact positively on children's welfare. Reflection and self-evaluation are embedded in the pre-school's practice. Consequently, the capacity to maintain continuous improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the system for tracking children's progress.

The effectiveness of leadership and management of the early years provision

Highly comprehensive policies and procedures and very effective record keeping systems, ensure that children are safeguarded. These are regularly reviewed and updated; for example, mobile phones are not used and are stored away from children as part of the child protection policy. In addition, policies are looked at as new children attend the setting, for example, children who are learning English as

an additional language. Most staff have been working at the setting for a long time and are very experienced practitioners. They are fully aware of their roles and responsibilities, such as, in child protection, and in implementing the setting's policies and procedures consistently. All staff hold appropriate early years qualifications and have very recently updated their paediatric first aid certificates. Extremely detailed risk assessments and health and safety practices ensure children are safe indoors, outside and on outings. Visual and written checklists are completed before children arrive and before they use any areas of the premises, including the outside area. Safety equipment and procedures ensure the safety of children on the premises and during arrival and collection times. Security systems are rigorous in preventing unauthorised access to the provision; for example, the door to the main playrooms is kept locked and staff check the spy hole before answering the door.

The manager is inspirational and her positive attitude and enthusiasm provide exceptionally strong leadership and direction. Staff work together as a strong team. All staff are actively involved in the self-evaluation process, which ensures a common sense of purpose and commitment to improvement. Extremely effective systems are in place to obtain feedback from parents, staff and children, who are regularly consulted in a number of ways. For example, parental questionnaires identified parents' wishes to have information made more accessible to them; a highly detailed white board now contains a wealth of information, including ideas of activities to do at home. All recommendations raised at the last inspection have been fully embraced and addressed to improve outcomes for children.

The pre-school environment is vibrant, inclusive and welcoming. Children's work is creatively displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in the world around them. The pre-school supports children for whom English is an additional language. Staff work closely alongside parents, to ensure the needs of the children are met and provide an inclusive environment. For example, staff have learnt key words in children's first language and give pictorial instructions, as well as verbal ones at tidy-up time. All staff are familiar with the inclusion policy, which fully promotes the learning and development needs of all children.

Partnerships with parents and carers are exemplary. Staff ensure they engage and keep parents fully informed. There is an excellent key-person system established, which provides a strong link for the parents. This approach provides continuity and enables parents and children to settle and feel secure from the start. The open door policy encourages opportunities for parents to talk with the staff daily. They have regular access to their children's learning journey booklets, enabling them to make comments about how their children are progressing. Information displayed and regular newsletters enable parents to be fully informed and involved in their children's play and learning. The links with local schools are well-established and there is a positive approach to sharing skills and information. This ensures the transition is managed very effectively for the children, in their continuity of learning and care needs. Teachers are invited to attend pre-school sessions. Links with other providers of the Early Years Foundation Stage are excellent with a regular two-way flow of information.

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

Children are happy, well-settled and clearly enjoy their learning. Even very new children settle very quickly. The highly successful key-person system results in children being confident and self-assured; they sit with their key person at circle time when it is clear to see that wonderful relationships have been formed, as they chat and negotiate the tasks given together. Staff motivate and inspire children with their enthusiasm and very effective questioning techniques, and children play an active role in their learning and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, and concentration as they take part in a wealth of interesting activities, across all six areas of learning. Excellent planning for individuals means that children flourish in an environment where activities are tailored to their needs and interests. Parents are highly involved in supporting their children's learning, for example, through identifying children's starting points in their 'all about me' booklet, and providing their own ongoing observations of children's learning at home, which are then used to inform planning. Staff are continually looking at ways to track children's progress to ensure they receive appropriate challenge and make rapid progress in their learning.

Children develop into very confident individuals. Their imaginative play is exceptional as they create their own castle outdoors from material, making shields and negotiating the best way to make them stick to their chest and arms, before deciding they need to make their own helmets. They set up their own police station where they help people who are lost. Staff have implemented circle games and the use of phonics, which has a positive impact on developing children's language. An excellent range of mark-making resources are available throughout the setting, such as paints, chalks and pencils, providing opportunities for children to develop their early writing skills. Children look with interest at visitors' name badges before creating their own using their own photographs. Counting and number skills are integrated into children's play, along with songs and rhymes. They eagerly join in with stories using the props provided to become trees and princesses. They concentrate extremely well as they play the bear game, developing their matching and sequencing skills. They are developing many skills that will contribute to their future economic well-being. For example, as they become increasingly confident in information and communication technology, they complete simple computer programmes and press the buttons on the programmable bee to make it move in different directions. They develop their physical skills as they build with the large bricks and walk along the balancing beams.

Excellent opportunities are provided for children to benefit from fresh air. A new canopy has been installed in the outdoor area. Wet weather clothing is provided and doors are left open for most of the session which allows children to move freely between indoors and outdoors as they please. They conscientiously look after the vegetables they are growing and take notice of village life, counting the cars that drive past the pre-school. Children develop an excellent understanding of

keeping themselves safe; for example, they explain to adults in great detail how to carry scissors safely and know they have to point the swords they have made away from where other children are playing so they do not hurt them. Children's health and well-being is promoted exceptionally well. The children are able to bring in a packed lunch if parents wish them to and staff work with parents to ensure these are healthy and well-balanced. Snacks are planned and prepared with great care to ensure that they access lots of healthy options. Children's independence is encouraged at snack time as they chop and prepare the fruit before making their own choices from the good selection available and serving themselves. Excellent steps are taken to prevent the spread of infection. Policies and guidance are shared with parents. Children are exceptionally well supported to understand the boundaries that are set. This results in children being extremely well-behaved. Meaningful, positive praise rewards their efforts, promoting their self-esteem and well-being very effectively.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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