

Osmotherley Pre-School & Out of School Club

Inspection report for early years provision

Unique reference number	400329
Inspection date	15/01/2010
Inspector	Tony Anderson

Setting address	3 School Lane, Osmotherley, Northallerton, North Yorkshire, DL6 3BW
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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

Osmotherley Pre-School and Out of School club is a committee run facility which opened in December 1992. It is situated in the grounds of Osmotherley Primary School near the centre of Osmotherley, a small village to the east of Northallerton. The setting is accommodated in a semi-detached cottage which operates from several interlinked rooms on two easily accessible floors. Children also have use of the host school's playground and has shared use of the school's garden and wild area. The pre-school operates term time only and sessions run from 9am to 1pm on Mondays, Wednesdays and Fridays and from 9am to 3pm on Tuesdays and Thursdays. The before school club facility opens according to parental need. When open, it runs from 8am to 9am each weekday. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting also offers care to children aged between eight and 11 years. There are currently 32 children on roll and of these, eight receive funding for nursery education. There are procedures in place to support children with special educational needs and for those with English as an additional language. There are four members of staff including the manager who work directly with the children. Of these, three hold an appropriate level 3 qualification. The manager also holds a level 5 higher level teaching assistant qualification and is currently working towards a foundation degree in Children's early learning and development. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Observations and assessments of young children are used exceptionally well to support their learning and are clearly linked to their next steps of development. Partnership with parents is outstanding and excellent use is made of the very close links with the host school's Foundation Stage management to add very high levels of additional support to young children's progress and development. Overall management implement effective systems to monitor quality and inform the ongoing development of the provision and outcomes for children. As such the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- ensure that records are fully maintained of the regular risk assessments of the site and of checks on the suitability of equipment and resources
- ensure that the procedures linked to reviewing the setting's strengths and areas for development include all relevant childcare and welfare systems.

The effectiveness of leadership and management of the early years provision

Recruitment and appropriate vetting systems for staff are fully in place and recorded. Welfare policies and care procedures are mostly in place. However, the regular risk assessments of the site and equipment are not consistently recorded across the whole setting. Staff are excellent facilitators and their use of frequent observations to monitor young children's progress through the key worker system is outstanding, even extending to frequent liaison with key workers in external settings attended by the same children. The information gained is utilised exceptionally well to support day-to-day planning.

Parents are kept in touch through an excellent home/school book system in addition to being encouraged to frequently view their child's learning journey files which are kept constantly up to date by the setting's proactive management. The relationship with external agencies and the host school's Foundation Stage management is outstanding and adds significant support to children's progress and development. The setting's system of self-review and analysis of its strengths and areas for development is very effective overall and used well to inform ongoing improvements. However, self-evaluation has not highlighted the inconsistency regarding the maintenance of the required risk assessment records. Equality and diversity is promoted exceptionally well in this very inclusive setting through a wide range of books, posters and artefacts, in addition to the singing of songs from different countries and daily multilingual registration.

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

Children are clearly very happy in this homely setting and their levels of achievement are outstanding in most areas. A free-flow continuous provision is strongly promoted by the setting's very dedicated staff and children are encouraged to learn through play as they explore the rich and varied environment created both inside and outside the provision. Children are continually stimulated and motivated by strategically planned topics in which they are encouraged to make choices. They consistently demonstrate by their very positive attitudes and behaviour that they enjoy being in this setting and they clearly feel at ease with staff and visitors. The very strong relationship with the host school affords extensive opportunities for children to play energetically in the large outside playground and to visit the wild garden area. This also adds positive support to the setting's development of a Forest School. The well planned outdoor curriculum enables children to take the lead as they explore and learn within a safe yet challenging environment. The setting's involvement in the 'Every Child a Talker' initiative also adds significant support to young children's early language development. Very good use is made of the external environment adjacent to the setting and an extensive range of photographs show children thoroughly enjoying regular visits to the local community.

Children enjoy a healthy 'self-service' snack of fruit and staff help them to

understand about diet and encourage the frequent naming of and discussion about a wide variety of vegetables and fruit. Children attending the breakfast club are encouraged to bring in a toothbrush and they routinely brush their teeth prior to being escorted to the main school. Regular hand washing takes place before eating and is accompanied to the tune of 'Here we go round the mulberry bush' but with special words created by the setting's staff. Parents report with enthusiasm that this practice has been transported to many homes which often echo to this well known nursery rhyme.

All children are recognised as unique individuals. They enjoy the challenge of earning a reward for good work or behaviour. There is usually a choice of smiley face stamps, stickers and certificates. Good use is made of circle time to encourage children to share their ideas and to learn to take turns. Children's work is often put on display around the setting's walls and they are keen to draw it to the attention of their parents and friends. Transition arrangements to support children moving up to the main school are excellent and much appreciated by parents. As a result of the many and varied avenues of exciting challenge and support provided at this setting, children make exceptional progress towards their future development and 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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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

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