



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400329

DfES Number: 580564

### INSPECTION DETAILS

Inspection Date 26/01/2004  
Inspector Name Elizabeth Patricia Watton

### SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care, Full Day Care  
Setting Name Osmotherley Pre-School & Out of School Club  
Setting Address 3 School Lane  
Osmotherley  
Northallerton  
North Yorkshire  
DL6 3BW

### REGISTERED PROVIDER DETAILS

Name The Committee of Osmotherley Pre School Parent Committee  
1035485

### ORGANISATION DETAILS

Name Osmotherley Pre School Parent Committee  
Address School House, 3 School Lane  
Osmotherley  
Northallerton  
North Yorkshire  
DL6 3BW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Osmotherley Pre-School and Out of School Club is a committee run facility situated within the grounds of the village school in Osmotherley just outside Northallerton. It has been registered since December 1992 and serves a broad geographical and culturally diverse rural community.

The out of school club is open from 8:00 to 8:45 and 15:30 to 17:30 with escort to and from the local school only. The group operates term time only although some holiday play sessions are occasionally arranged for specific events.

Pre-school sessions are from 09:00 to 11:30 Monday to Friday term time only. This is extended to 13:00 to include lunch times at certain times of the year. This is to enable older children to prepare for entry into school.

The group is registered with the Local Education Authority to provide funded places for those children of eligible age. For this they have the regular support of an Early Years Development and Childcare Partnership EY consultant. Of the 27 children currently on role, there are 2 funded 4 year olds and 15 funded 3 year olds. There are 2 children with special educational needs currently attending and there are no children who speak English as a second language, although both these factors change throughout the year.

The committee employs six permanent staff members to work with the children, of whom two have relevant early years qualifications.

### How good is the Day Care?

Osmotherley Pre-School and Out of School Club provides good care for children. The staff provide a warm, welcoming atmosphere where children feel relaxed, confident and motivated. The committee's support of the staff in their professional development and contribution to the appraisal system is generally effective. The accommodation is well presented with attractive displays of children's work and photographs. There is a good range of resources which are invitingly arranged to

maximise the opportunities for children to self select. Documentation is well organised with all required elements of record keeping completed appropriately, although minor developments would be beneficial.

All aspects of the children's health and safety are well addressed. Snacks, although mainly provided by parents, are varied, healthy and nutritious due to the clear guidance given by the group. Individual requirements are sensitively catered for with allergies, dietary needs and preferences well displayed in the kitchen area or other areas as appropriate.

The children are able to choose from a wide range of interesting and stimulating activities at each session. The presentation of the pre-school activities enables the staff to use skilful interaction to aid the children's development within their self-chosen activities. In each session the child's stage of development and areas of interest is taken into account, this benefits all the children greatly. The staff work particularly well in providing inclusive play and learning for all children. The positive behaviour management techniques are used effectively to ensure that children's self esteem is high and relationships positive.

Partnership with parents is excellent. Parents receive clear information about all aspects of the group in written and verbal forms. Relationships are relaxed and informal yet very professional. Parents particularly like the feeling that the children's individuality is accommodated and welcomed.

#### **What has improved since the last inspection?**

The action imposed at the last inspection was to install a smoke alarm, however this was relating to a short period of time spent in temporary accommodation. As the group are now in their usual permanent premises, this is no longer relevant as this is fully alarmed which ensures the safety of children.

#### **What is being done well?**

- The balance of adult led and self selection activities is very good. This combined with the staff's sensitive and effective interaction with the children enables them make good developmental progress regardless of their age or individual needs in all areas.
- The premises are purposefully converted and well laid out, with the areas used effectively to meet the needs of each age-group. The attractive displays of children's work and photographs enable the children to feel a sense of pride and ownership in the property.
- The range of good quality equipment addresses all areas of interest and developmental need from the youngest children attending pre-school to the older children in the out of school club.
- The behaviour management techniques, whilst being consistently applied, are adapted to suit the different age groups, this results in a pleasant atmosphere and excellent relationships throughout the group.

- Partnership with parents is very good. They receive clear written information about the general running of the group. Parents liaise with the staff on various issues, via a home-school book and daily verbal feedback.
- The inclusion of children with special needs is a strength of the group, staff liaise carefully with parents and other agencies to ensure a consistent approach. The staff's commitment to training and development in this area is of great benefit to the children and their families.

#### What needs to be improved?

- qualifications of staff working in supervisory position
- documentation, in particular the development of the existing policy regarding lost or uncollected children.

#### Outcome of the inspection

Good

#### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure that staff working in supervisory positions have a recognised early years qualification
14	review and develop the existing policy regarding lost or uncollected children

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Osmotherley Pre-School provides very good nursery education for the children in their care. There is a warm and stimulating environment where children make very good progress towards the early learning goals in all areas of learning.

Teaching very is good. The staff use their sound knowledge of the early learning goals to plan interesting, play based learning opportunities. The activities are planned ensuring that all children can access them at their own level, with staff scaffolding the children's individual learning by effective questioning. The ability to support children's individual learning and developmental needs is a real strength of the group. The children behave very well as a result of the effective and sensitive behaviour management techniques used by the staff and the attention paid to their personal, social and emotional development. The daily routine enables children to access the provided curriculum freely and promotes self-help skills, although opportunities for the children to develop and consolidate their understanding of number and it's practical application are sometimes missed. The planning and assessment system now in use, has strong links to the foundation stage. It is effective in recording the children's achievement and enables staff to plan for the next stage.

The leadership and management of the group is very good. The committee and staff have a shared ethos and commitment to providing a high standard of play-based early years education. The positive approach to overall development is evident in the attention given to formal and informal self-evaluation of the activities and facilities.

Partnership with parents is very good. Parents are well informed about the general running of the pre-school and curriculum issues and receive clear information about the child's progress and development.

### What is being done well?

- Staff give a high priority to personal, social and emotional development enabling the children to be motivated and confident learners. This has a positive affect on the children's overall progress in all areas of learning.
- The children are encouraged to share, takes turns and show concern for each other, they do this very well with the minimum of support from staff, who provide clear consistent guidance when required.
- Inclusive play and learning for all children is of a high standard. The staff's training and study on a range of needs and the detailed liaison with parents and other agencies enables the group to provide excellent integrated learning opportunities.
- The group works very well with parents. A parent's evening facilitates a formal discussion about children's progress, and children's assessment

folders can be made available at any time. Informal feedback is often on a daily basis, both in verbal form and via a home-school book.

- The staff have a good understanding of the early learning goals. Key staff have undertaken extra curriculum training. Unqualified staff have also attended training on specific areas of learning. This combined with the sensitive questioning of the children has a positive impact on their overall development.

#### **What needs to be improved?**

- The use of number in every day activities and routines.

#### **What has improved since the last inspection?**

At last inspection the group were asked to consider ways of involving parents more formally in the process of assessment of children's progress. The group have now extended the home school book to include aspects of this if parents wish to make this kind of contribution.

In response to a further point for consideration relating to an overall development plan, the group have introduced various formal and informal self evaluative exercises. The groups recent Pre-school Learning Association completion of accreditation scheme has involved development in all areas of care and learning. Staff's training and qualifications have been addressed along with this and a committee member has now responsibility for staffing, including the appraisal system.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children form strong, trusting relationships with adults and peers and become motivated and confident learners. They develop their ability to operate independently with the environment and often become involved in their self chosen activities for extended periods. They share and take turns very well with the minimum of adult support and behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children speak increasingly clearly and can express themselves in various situations particularly in their imaginative play. Children begin to recognise familiar words in print and make association between letter shapes and sounds. They use their developing writing skills for a purpose, for example signing their art work, the older and more able children use correctly formed letters for this.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children can count to 10 with increasing confidence and accuracy, the older and more able children easily count beyond and recognise the associated numerals. However, they do not often demonstrate their practical understanding of this in their daily routines. They children use mathematical language confidently and naturally in their self chosen activities, using comparative words to describe shape and position, particularly in their construction play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children begin to develop a sense of time and their position within it, they talk about themselves when they were babies and about previous events at home and in pre-school. Older and more able children talk about the future, in particular about starting school and other forthcoming events. They use their developing skills to join materials and assemble construction kits. The children develop their skills in using information technology to support their learning to a high standard

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children practise their well developed fine motor skills by engaging in activities such as threading, sorting and construction. They use tools with increasing control, with older and more able children able to use scissors successfully. The children develop a very good understanding of how specific foods affects their bodies and how to make good choices. The children move over and around various apparatus and obstacles with developing co-ordination and confidence.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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The children confidently explore colour, texture and shape in their art and craft work. They begin to sing a range of songs from memory and match movement to music. The children respond to experiences with developing imagination, they are inspired by a range of styles of music and stories and demonstrate their responses freely in their painting, role play and dance.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Incorporate within daily routines opportunities for children to develop and consolidate their understanding of number and its practical functions.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*