



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400323

DfES Number: 516137

### INSPECTION DETAILS

Inspection Date	23/11/2004
Inspector Name	Pauline Pinnegar

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Scorton Village Pre School
Setting Address	The War Memorial Institute Scorton Richmond North Yorkshire DL10 6DN

### REGISTERED PROVIDER DETAILS

Name	The Committee of Scorton Village Pre School 1002791
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### ORGANISATION DETAILS

Name	Scorton Village Pre School
Address	The War Memorial Institute Scorton Richmond North Yorkshire DL10 6DN

## 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

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 30 children on roll. The group supports children with special needs. The pre-school is open each week day from 09:15 to 15:15 term time only. The group offers nursery education and there are currently 18 children on roll.

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.

### How good is the Day Care?

Scorton Village Pre- School provides good quality care for children. Staff work very well together as a team and are committed to providing the best possible care and education for children. The atmosphere is warm and welcoming for children and parents and space and resources are used effectively. Clear policies ensure children are cared for in a safe and stimulating setting. The majority of staff have childcare qualifications. Staff are committed to ongoing training to improve their practice. All documentation is in place but a couple of records lack the relevant detail.

Risk assessments are regularly undertaken to ensure children's safety both inside the group and on outings. Staff encourage good hygiene practices and positive steps are taken to prevent the spread of infection. Children are provided with healthy snacks but fresh drinking water is not easily accessible at all times. All children are included and valued, staff are committed to meeting individual needs for each child. Clear written assessments are in place which inform planning for children. The setting works well with other agencies to support children with special needs. Staff

have a good understanding of child protection.

Children are involved in a very good range of varied and interesting activities and play opportunities which enhance all areas of development. Staff are interested in what children say and do and interaction is very good. There is a broad selection of toys and resources which are easily accessible allowing children to self select promoting their independence. The management of children's behaviour is very good; positive behaviour is valued, encouraged and praised.

Staff recognise that children benefit most where there is a trusting and supportive partnership between themselves and parents and work hard to achieve this. Parents are made to feel welcome and there are very effective procedures in place for the sharing of information regarding children's care and progress.

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

Good progress has been made since the last inspection with only one point raised and this has been addressed. The group agreed to introduce an incident book for behaviour and this is now in place.

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

- Staff provide a stimulating range of resources and play opportunities for children. They are presented in an exciting and interesting way for children. Staff help all children develop confidence and self esteem by providing a warm and welcoming environment.
- The quality of teaching is very good. Staff interact very positively with children setting appropriate challenges. All activities are well planned ensuring all areas of children's learning and development are covered.
- There is a strong emphasis on partnership with parents and carers. Parents are kept fully informed and involved in their child's care. Staff recognise that parents and families are central to the well being of the children.
- Staff set good role models and have high expectations of behaviour. Behaviour is managed in a way that helps to build confidence and self esteem. Behaviour throughout the group is very good.
- Trusting relationships have been built between the staff and the children and children's individual needs are met well. Clear planning and assessment ensures children's individual needs are met at all times.
- Staff work very well together as a team and are committed to providing good quality childcare and education for children.

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

- documentation, to ensure the written behaviour management statement make clear reference to bullying and the record of attendance is clear and accurate.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted have not received any complaints about this provider.

**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
8	Ensure fresh drinking water is easily accessible to children at all times.
14	Ensure the written policy for behaviour management makes clear reference to procedures to be followed regarding bullying and that the register is clear and accurate.

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

### **How effective is the nursery education?**

Scorton Village Pre-school provides a welcoming atmosphere and offers high quality nursery education. Children are motivated, confident and happy. They settle well and effective teaching helps them make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a secure understanding of all areas of children's learning. This allows them to create a rich and challenging learning environment. They make good use of a range of good quality resources. Their interactions with children are very effective and their warm relationships with them promotes their confidence, independence and social skills. Staff have consistently high expectations of behaviour and as a result children behave very well. The excellent planning ensures that children engage in a wealth of appropriate and engaging activities and make clear what children are intended to learn. Staff provide a good balance of adult led and child initiated opportunities. Staff observe and assess all aspects of children's learning and use the information to help them plan successfully.

The pre-school is very well led and managed. Staff ensure the smooth running of the pre-school and are committed to developing practice through ongoing training. The manager effectively leads and encourages her staff with her enthusiastic approach. She utilises their strengths and values their opinions and those of the children and parents.

Partnership with parents and carers is very good. Staff have developed a good rapport with parents and use effective strategies to involve parents in their child's learning. They receive clear detailed information about the foundation stage, educational provision and their child's progress. Good systems are in place which help parents to share what they know about their child.

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

- Leadership and management are very good. Staff work very well together as a team. They are dedicated and committed to ongoing professional development.
- All aspects of learning are promoted in ways that are active, practical and motivate children to find out more.
- Children's listening skills develop well as they listen attentively to stories, music and instructions.
- Relationships between the staff, children and parents are very good. This helps children feel safe and confident.
- Staff manage children's behaviour very well. They are calm, patient and give

children lots of clear explanations in relation to the child's level of understanding. As a result children behave very well.

**What needs to be improved?**

- the opportunities for children to further develop their physical skills and all other areas of learning using the outside play area.

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

The Pre- School has made very good progress in addressing the one key issue which followed the previous inspection.

The group agreed to extend the systems in place to encourage all parents to contribute their observations to the assessment of their children's progress. Parents receive regular written reports. Informal information and relevant progress is recorded. Parents have the opportunity to record their comments on the report and are actively encouraged to do so. All round vision of children's development is now in place. Parents also complete relevant documentation as part of the entry profiles.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled within the group. They show confidence and self esteem is well developed. Children show interest and are eager to learn, try out new ideas and excitedly engage in and complete activities. They show good levels of concentration and perseverance. Behaviour is very good. Children understand the concept of right and wrong as they receive encouragement from staff. They manage themselves well in matters of dress and hygiene routines and show developing independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have developed very good speaking and listening skills. They are introduced to new vocabulary and helped to understand meaning. Three and four-year olds listen attentively to stories and music and show good communication skills as they participate and respond. Children develop early reading and writing skills through fun activities and learn to link letters by shape and sound. They use writing for different purposes and some write their name showing correct letter formation.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children practise counting and simple calculation skills in fun ways. They use mathematical language during planned activities and daily routines. Three-year olds group small sets of numbers whilst older children complete more complex tasks. Children develop a good group of mathematical concepts as they experiment with sand and water. They learn to recognise shapes and colours, follow and continue patterns and follow instructions using directional language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a wealth of opportunities to explore and investigate the natural world. They learn about features of living things through interesting topics such as water, growth and mini beasts. Children explore living creatures within the outdoor environment. Children use computers very well as they complete simple computer programmes. They also have opportunities to use other simple technical equipment. Children use their initiative well to design and make things.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children develop skills using a good range of equipment indoors but outdoor play opportunities could be further developed. They regularly access small and large equipment. Children can run, climb and show good control as they manoeuvre wheeled toys. Children are becoming dextrous at handling a variety of tools for example the garlic press and cutters with the play dough. They follow good hygiene practices and understand about changes in their bodies after exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy a rich environment of different media and materials. They explore colour, sound and texture and many man made objects using all their senses. Children regularly sing songs and listen to a variety of music and instruments and make their own music. They are able to use their imagination well through stories and role play. Their ideas are well supported by the good range of resources.

**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:*

- There are no key issues following this inspection. However the following point should be taken into consideration;
- develop the outside play area to enhance children's physical development for large gross motor skills and their experiences in all areas of learning outdoors.

*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.*