

# Riccall Pre-School

Inspection report for early years provision

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**Unique reference number** EY405117  
**Inspection date** 04/10/2010  
**Inspector** Lindsay Dobson

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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*.

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## **Description of the setting**

Riccall Pre-School was re-registered in 2010. They provide care in a purpose built facility situated in the grounds of the Riccall County Primary School near Selby in Yorkshire. They are registered on the Early Years Register for a maximum of 26 children at any one time between the ages of two and five years. There are currently 37 children on roll. The pre-school is open from 8am to 3pm in term time only. All children share access to a secure enclosed outdoor play area. The children staying for the day take a packed lunch. The pre-school welcomes children with special educational needs and/or disabilities. They employ 12 members of staff, most of whom hold appropriate early years childcare qualifications. The group receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Children's needs are met extremely well. They benefit from an immensely inclusive environment where individual children's backgrounds and requirements are respected and celebrated. Staff work very closely with parents and carers to ensure they have a thorough understanding of each child. They use their knowledge extremely effectively in planning to ensure that children's individual needs are consistently supported. There is a strong commitment to providing high quality childcare and to ensuring that children make the best possible progress in their learning and development. This is reflected in the excellent systems used to monitor practice at all levels within the setting. This results in plans for the future that are well focused and enable staff to sustain high standards in promoting children's welfare, learning and development.

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

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

- enhancing further the opportunities children have to develop their recognition and knowledge of numbers in the outdoor play area.

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

Children are extremely well safeguarded as staff have a thorough understanding of their responsibility to protect the children in their care. The comprehensive safeguarding procedures are known and implemented well by all staff, who ensure that parents are also aware of these. All staff undertake safeguarding training and have a firm understanding of the procedures to follow. Extremely strong, motivated leadership and management within the setting has resulted in a confident staff team. Most of the team have now worked together for several years

ensuring there is continuity and stability in their working relationships and in their support of the children. They demonstrate an excellent understanding of the requirements of the Early Years Foundation Stage and implement these very effectively. Children are kept safe and secure at all times. Risk assessments, daily routines and health and safety checks are excellent. Health and safety responsibilities are understood very well and staff are conscientious in their implementation of safety routines. Risk assessments are used very effectively by staff as working documents and it can be clearly seen when they have updated these in order to keep children safe. Policies and procedures are very clear, providing good quality guidance for staff, and these are accessible to parents.

Managers in the setting have successfully promoted a culture of reflective practice, resulting in all staff making meaningful contributions to the ongoing self-evaluation process. There is a strong commitment to staff training and development, resulting in a team who are well motivated, skilled and confident. Planning for the future is focused on improving outcomes for children and staff take account of their views and those of their parents when considering any changes. Self-evaluation focuses very well on how effectively the setting meets the needs of all children and ensures that no child or group of children is disadvantaged. For example, staff are pro-active in supporting children who have special educational needs. They ensure that resources are plentiful and cover the whole range of learning opportunities, providing the children with challenge and fun as they learn. Staff are also very mindful that children have access to resources and activities that reflect and celebrate their own cultures and those throughout the wider world.

The pre-school has very strong, positive links with parents, who are totally supportive about the setting and well informed about their children's progress. Parents regularly examine and contribute to their children's records. They talk daily to the key persons and also have opportunities for more extensive discussion at planned consultation meetings and during the stay and play sessions. They in turn provide regular information from home that informs planning for individuals. Parents demonstrate through discussion that the pre-school is having a very positive impact on their children's development, in particular in their independence and communication. Settling in periods are flexible to support individual family requirements. Key staff complete a home visit to enable them to make initial contact with parents and children, followed by them visiting the setting as often as they need in order to feel comfortable and get to know the routines. Some children receive care from more than one provider of the Early Years Foundation Stage, for instance, if they attend nursery or are collected by a childminder. In these situations the setting makes positive links through using shared care books with the other providers. This ensures there is consistency in developing children's individual learning plans and in monitoring their progress.

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

The staff are extremely knowledgeable about the Early Years Foundation Stage. This enables them to provide the children with a very stimulating and welcoming

environment where they can grow and develop whilst having fun. The quality of planning is exceptional and is tailored according to the children's individual needs. They learn at a pace that suits and, as regular observations and assessments take place, the staff move the children to their next step of learning without delay. Excellent organisation of the educational programmes, coupled with the effective deployment of staff, enable the children to receive the support they require. Children's records show that each is involved in a wide variety of activities with highly detailed recording of ability and achievement on which next steps are clearly based.

All children are provided with good opportunities to develop their knowledge and understanding of the world and information technology. Electronic equipment, such as computers, are freely available to the children and they all enjoy using familiar technology in their role play, such as telephones and household items. Children learn about the wider world as they use freely available resources and engage in cultural festivals. Visitors to the setting increase children's awareness of their own community for example, the local fire service. The natural world is promoted very well with the children. They plant and grow their own vegetables and spend time looking at insects and animals. Three times a year children are taken to the forest school setting which staff have set up. Here children enjoy building dens, looking at the insects and animals such as snakes and newts, make bark rubbing and collect leaves and foliage. Children show a broadening awareness of nature and natural habitats. They are developing their independence as they make choices about their play, when to eat their snack and whether to play indoors or in the outdoor area. Children see to their own personal care needs, although receive appropriate levels of support where needed. All children have very good opportunities to access role play resources and they happily act out their own experiences, such as cooking, caring for the dolls and dressing up. Some children enjoy making appointments for the staff and typing on the keyboard in the office. The office area was set up by staff following ideas from children about their parents doing paperwork in the office.

All children have free access to a very good range of books. They sit and read with their friends and enjoy listening to adults read to them. At planned story time sessions children are divided into age and ability groups. This enables the staff to read appropriate stories in small groups so the children get the most out of this time. Children join together for singing and happily join in with the familiar songs and actions. Throughout the setting children see labelling, developing their understanding of print carrying meaning and their own names are also displayed on their coat pegs, artwork and in key person areas. Children regularly take part in letters and sounds activities; this supports their developing vocabulary, listening skills and how they follow instructions. All staff are observed to engage children in conversations about their home and their play, which encourages children to think for themselves. Staff listen and respond to children with enthusiasm and show a clear interest in what they are saying. Children's mark making skills are very positively promoted and excellent opportunities are provided. Children play in malleable materials, such as shaving foam and freely access painting and a good range of writing implements. The outdoor play area of the setting is extensive and offers children a safe and secure environment in which to develop their physical skills. The area is separated into sections to allow children to safely use an exciting

and stimulating outdoor learning environment. This is an area which is still being fully developed by the staff, although there is an excellent range of labelling in written word and picture form for the children. For example, they can match their bikes and scooters to the appropriate picture and sign. There are a limited number of displays to enhance children's number recognition and understanding in this area.

Excellent provision for children's welfare ensures they grow in confidence as their strong relationships with key adults give them a sense of safety, balanced by the excitement of new experiences. Detailed attention to their health is evident in the care that adults take to teach them the benefits of healthy diet and exercise, for example, varied and nutritious snacks and continuous access to physical play. Children are developing their understanding of the need for good personal hygiene and are encouraged to support themselves. Children's behaviour throughout the setting is very good. Staff are excellent role models and speak clearly to children offering a calm and consistent approach. All children receive very good levels of praise and encouragement for their efforts and achievements which raises their self-esteem and sense of belonging.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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