

# Nicky's

Inspection report for early years provision

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**Unique reference number**

EY267949

**Inspection date**

02/12/2011

**Inspector**

Linda Filewood

**Setting address**

St. Nicholas C of E Primary School, Mowbray Terrace, West  
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**Type of setting**

Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Nicky's is a committee-run childcare provision operating in a designated room within the main premises of St. Nicholas C of E Primary School. The pre-school room has its own entrance and toilet facilities. There is a separate area for outdoor play but the group also access the school's further outdoor play areas. There are additional facilities in school for accessible toilets when appropriate.

Nicky's is registered to provide full day care for up to 20 children under eight years, the provision is currently open for pre-school from 8.30am until 3.30pm Monday to Friday, term time only. The provision provides care and early years education for the wider rural community, covering the catchment areas of several village primary schools. A maximum of 20 children may attend the setting at any one time. There are currently 27 children attending who are within the Early Years Foundation Stage. The provision provides funded early education for three- and four-year-olds. Nicky's also offers care to children ages over five years to eight years although the after school club is currently not operating due the level of demand. The provision supports children with special educational needs and/or disabilities.

The committee employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 including the manager who is of Early Years Professional Status. The provision receives support from the local authority and 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.

Staff have a clear understanding of each child's individual requirements and capabilities, which enables them to fully meet their welfare and development needs. The excellent partnership with parents and good working relationships with outside agencies and other professionals supports all children in making good progress in their learning. Children play in a secure environment as staff give good supervision and effective safety procedures are in place. Despite some weaknesses where the provider has failed to comply with one regulation in her documentation, most of the required documentation is in place and used well to support the provision's practice. The pre-school committee, staff and parents understand the strengths and weaknesses of the provision and regularly reflect on practice in order to continually develop the provision.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission, at the time of the child's admission to the provision, to the seeking of

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any necessary emergency medical advice as well as treatment in the future (Safeguarding and promoting children's welfare).

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

- continue to develop systems to observe and assess children's achievements, interests and learning styles and use these to identify learning priorities.

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

Safe and secure recruitment procedures are in place, which ensure all adults working with the children are suitable to do so. Staff clearly understand child protection procedures and receive regular training to update their knowledge. The provision is well managed and a comprehensive range of policies underpins staff's working practice. Most required documentation is in place. However, although the provision requests written parental permission to seek any necessary emergency medical treatment in the future, it does not request permission to seek emergency medical advice. This is also required under regulation. Staff regularly conduct risk assessments of all areas of the environment that children use so children play safely. Plentiful, good quality resources support children's learning well. The skilful organisation of areas used by children ensures they have safe and easy access to a wide range of play opportunities, both inside and out.

There is excellent partnership working with parents. The well-established staff team knows each child's individual needs well. They work capably to enhance children's enjoyment of play and extend their learning. Robust systems are in place to ensure parents are fully involved in their child's learning and development progress. They are encouraged to share their child's home experiences with staff using a daily diary. Staff also use this as a link with other settings the child attends. This system enables children's interests to develop further and gives continuity in their learning and development. Parents state that they greatly appreciate their very supportive key worker and that the setting encourages children's safety, whilst still allowing them to take some risk. Children who have identified additional needs receive excellent support and staff undertake extra training to extend their knowledge. There are well-established links and working partnerships with local schools. Children share many facilities with the school in which the provision is sited. This significantly assists older children's transition to reception class.

Recommendations raised at the last inspection have been addressed to improve children's safety. Further improvements mean that children have more opportunities to develop physical skills. For example, a Forest School is now operating, with specifically trained staff, which enables children to enhance their enjoyment of the outdoors. The receipt of funding has enabled the provision to run weekend activities to help the parents and children appreciate the advantages of outdoor play. By becoming a committee member, parents have the opportunity to

become involved in decision making and in evaluating the effectiveness of the provision. All staff take an active role in reviewing their continuous provision to make improvements. The evaluation system takes account of the committee and all staff's opinions and they include parent questionnaires in the processes. This ensures the provision accurately reflects the strengths and areas for further development in order to improve the outcomes for children.

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

Staff's good understanding of the Early Years Foundation Stage learning and development requirements enables all children make good progress in their learning during play. Staff regularly record their observations of children's play and work closely as a team to support each child. They are continuing to develop clearer channels of communication to ensure that more focussed support for each child is appropriately included in the following week's planned activities. Recorded assessments of each child's development demonstrate that all children are making good progress in relation to their starting points.

All children are confident to select activities independently and engage well in their self-chosen tasks. Older children play cooperatively in small groups and work well together in completing a large floor jigsaw, for instance. They chatter with each other as they look at a book of photographs taken when they look after Jake the tiger at home. Other children play confidently on their own, seeking help from staff, for example, to start a chosen computer programme. All children use a range of large and small equipment confidently during play and daily activities. Children know that they must sit down when using scissors and must not walk around with them. They safely handle tools, such as knives when helping to prepare the fruit for snack. After collecting all the peelings, children take them to compost, with the worms, in the outdoor area. This encourages children to talk about recycling, growing and why fruit and vegetables are healthy.

Staff promote equal opportunities well and make sure children take turns fairly. A timer is available next to the computer to remind children to share its use. All children have easy access to creative activities and staff display their artwork around the room to create a welcoming, colourful environment. Staff support children very well in becoming confident speakers and listeners. They encourage children to participate in conversations and children understand and follow instruction correctly. Close partnership working with outside agencies greatly supports children who require more help in developing their language skills. Children enjoy looking at books and select books independently from a good range that interests them. The many visitors to the setting from, for example the Police and Fire Service, help children learn about people who help them and reinforces their understanding of keeping themselves safe.

Staff successfully promote children's good health and well-being. There is abundant opportunity for physical play both outdoors and indoors. The introduction of the new Forest School significantly enhances children's enjoyment of physical

play. Children, for example, enjoy using the mudslide and making rope mobiles. All children show a good awareness of healthy practices. They are progressing well towards independence in attending to their personal care needs, such as toileting and putting on their boots and coats. Children enjoy healthy snacks and older children have good hand-eye coordination as they pour their own drinks. Those children who stay for a midday meal enjoy the company of schoolchildren as they eat in the main school dining hall. They enjoy a freshly cooked nutritious meal and are becoming familiar with school staff and routines, which helps them settle when they enter Reception Class.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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