

Scriven Park Pre School

Inspection report for early years provision

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Inspector

Lindsey Pollock

Setting address

Meadowside Cp School, Halfpenny Lane,
KNARESBOROUGH, North Yorkshire, HG5 0SL

Telephone number

07947 179371

Email

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).

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

Scriven Park Pre-School is run by a committee and has been operating since 1978. It was re-opened in August 2010 on becoming a limited company. It has sole use of a detached bungalow in the grounds of Meadowside County Primary School in Knaresborough. There are three playrooms which are interconnected and open plan, plus toilet facilities. There is a fully enclosed play area at the rear of the building. A maximum of 20 children aged under eight years may attend the setting at any one time. The club currently takes children from two to five years of age. The setting is open Monday to Friday each morning from 9am to 12 noon, and each Tuesday, Wednesday and Thursday afternoon from 12.30pm to 3.30pm term time only. The pre-school also has a lunch club each Monday, Wednesday and Friday. There are currently 38 children on roll who are within the Early Years Foundation Stage. Children attend for a variety of sessions. Procedures are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five members of staff working with the children; all of have relevant early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a positive, nurturing environment. Staff are warm and friendly and value children for their individuality. This enables them to feel fully included. Children are making good and often very good progress in their learning and development. Well-established relationships are in place with parents which helps to ensure children's needs are met. The pre-school is fully committed to the continual improvement of their practice. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the procedures to work in partnership with other providers of the Early Years Foundation Stage to support children's development and progress when children attend other settings
- incorporate the views of parents, carers and children in the self-evaluation form to help identify the settings strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

All staff fully recognise that the protection of children is paramount. There are clear written policies in place to guide them in safeguarding issues and all staff have completed relevant training. Robust policies are in place to ensure that all adults are suitable to work with children. These include Criminal Record Bureau checks, monitoring of practice, and appraisals. Potential new staff are subject to rigorous recruitment procedures. Security at the pre-school is good and underpinned by effective risk assessments that minimise risks to all attending the provision. Additional risk assessments are also undertaken for each type of outing to ensure children's safety when they are out of the building. The staff team work extremely well together sharing expertise and knowledge. This helps to create a harmonious, productive, working atmosphere. Staffing ratios are good, resulting in children being supervised appropriately and being well supported.

The pre-school is warm and well maintained and parents speak of the 'fab' staff who care for their children. Practitioners have a good understanding of the additional needs of some children and ensure they receive the necessary support to allow them to fully engage in all activities. The pre-school is well resourced both indoors and outdoors and has adequate changing and toilet facilities. Toys are stored at low level so that children can access them easily, so promoting their independence and encouraging them to make choices. The staff work hard to create a rich learning environment for children and are successful in providing an inviting, stimulating provision. Overall, effective systems are in place for evaluation. Parents communicate their views about the services offered by the nursery through questionnaires and direct contact and staff evaluate practice. The Ofsted self-evaluation form is also used as the basis of ongoing internal review. However, it does not incorporate the views of parents, carers and children to help identify the settings strengths and priorities for development that will improve the quality of provision for all children.

Partnerships with parents are good. Staff consult fully with them so they can meet children's individual needs. Information is shared on a daily basis and parents have open access to children's learning journals. A good range of information is displayed in the entrance hall and written policies are readily available to parents. This helps to keep them informed of the provision. Parents speak positively of the nursery including comments such as, 'my child absolutely loves it here', and, 'my child has made very good progress since attending the pre-school'. Staff work very well with external agencies, such as, speech and language advisors to ensure each child gets all the support needed. The pre-school endeavours to build relationships with other some early years settings which children also attend to ensure continuity in their learning. However, these partnerships are not fully in place so that practitioners from each setting can regularly share the children's development and learning records and any other relevant information.

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

Children are extremely happy and settled in this warm and caring setting. Close relationships are evident between the staff and the children and there is a relaxed, friendly atmosphere. Children approach staff confidently and with much affection and parents say their children are happy to be left in staff's care. Staff value and place high importance on following children's interests, recognising that children become active learners when interested and having fun. They have a good understanding of the Early Years Foundation Stage and use this knowledge to promote children's learning. They plan exciting activities that are based on children's interests and individual needs, and builds on what they can already do. As a result, children are developing many skills for the future. Observations and assessments are used to identify the next steps in children's learning.

Children demonstrate increasing independence. Most are able to put on their own coats and shoes for outdoor play, pour their own drinks, and as they develop, manage their own personal care. They are confident, happy children who take great delight in engaging with each other, staff and visitors. Behaviour is good and children have an increasing understanding of what is right and wrong. They contribute to the rules for the setting and remind each other of these. They help to tidy up when asked, although some are more enthusiastic in this task than others. They have lovely manners, often remembering to say 'please' and 'thank you' without prompting. They are a pleasure to watch in the book area as they sit happily looking books. Even the very youngest children are captivated at story time and listen carefully as the member of staff reads to them. They confidently join in with actions and with guessing which animals are hiding. They enjoy engaging in role play. This is based on first hand experiences such as 'making cups of tea' and caring for their 'babies'. As they develop, they become their favourite super heroes and princesses. The children participate in many activities, and have access to resources, which help them begin to explore and question differences in backgrounds, ethnicity, religion, culture, and the world in which they live. They are currently celebrating Chinese New Year through art and craft activities and food tasting. Number, shape and alphabet displays and signs around the setting, promote literacy and numeracy skills. Older children confidently use numbers and mathematical language throughout play and day to day routines, for example, when counting how many pieces of 'pizza' they have made and deciding if they want a big or small piece to eat.

Good standards of cleanliness are maintained throughout the whole pre-school to help prevent the spread of infection. The children themselves demonstrate good practice, such as washing their hands and using tissues to wipe their nose. The majority of staff are trained in paediatric first aid and strict procedures are followed for the administration of medication. Children are becoming aware of the importance of nutritious food and exercise to keep them healthy. They enjoy fruit at snack time and know to have a drink when they are thirsty. They love being outdoors and good provision is made to enable children to benefit from the fresh air. They demonstrate good skills and control as they use a wide range of equipment such as bikes, trikes slides and balancing equipment.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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	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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