

Scruton Pre-School inc Headstart

Inspection report for early years provision

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Inspector

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Setting address

Ainderby Steeple C of E Primary School, Station Lane,
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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*.

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Description of the setting

Scruton Pre-school including Headstart is run by a committee in Morton on Swale, Northallerton. It is an established pre-school, and moved to new premises in the grounds of Ainderby Steeple Primary School in 2005. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday. Sessions are from 9am until 12pm and 12pm till 1pm for lunch club during school term times. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the setting at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register.

The setting employs four permanent members of childcare staff and one part time member of staff. Of these, most hold appropriate early years qualifications at Level 2 and Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Building strong links with parents is a priority for staff and all children and their families receive a warm and friendly welcome. A wide range of information regarding children's individual needs is collected prior to admission. This enables staff to meet children's care needs and parent's requests very well. Systems are in place to observe and assess children's learning and development, although next steps are mostly highlighted, links to how they inform future planning is not always clear. Good systems are in place to ensure continuous improvement. The parents, children and all staff are involved in the self-evaluation process.

What steps need to be taken to improve provision further?

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

- develop systems further to clearly show how highlighted next steps are used to inform future planning.
- provide opportunities for children to further develop their self-help skills.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of the signs and symptoms of abuse. They attend regular training and know who to contact with any concerns. Robust vetting and recruitment procedures are in place, which helps to keep children safe. Effective risk assessments are in place. Consequently risks are eliminated and the

environment is safe for children to move around freely. Records required for the safe and efficient management of the setting are well maintained and meet the needs of all children well. For example, accidents are clearly recorded and these are signed by parents keeping them informed at all times.

A good range of resources both indoors and outdoors support children's learning very well. Direct access to the outdoor area enables children to move freely between the indoor and outdoor environment. Children enjoy celebrating a range of festivals from around the world. For example, they enjoy celebrating Chinese New Year and have great fun tasting a range of foods, such as, prawn crackers, noodles, coconut milk and plum sauce. This helps to develop children's understanding of differences and other cultures. The setting actively promotes equality and diversity. Staff work very closely with a range of agencies, other professionals and providers to ensure all children are fully included within the setting.

Staff are committed to developing the service they provide. For example, they attend regular training to extend their knowledge and skills. They also work closely with other providers and advisors to promote outcomes for children, such as, developing a smoother transition process between settings. Parents complete regular questionnaires, these are collated and the information gathered is shared with parents. The information is then used to develop the service provided and to promote outcomes for all children.

Staff have developed good relationships with all parents. Daily discussions and 'communication books' keep parents and other providers informed of children's daily activities, development and care routines. Parents also receive regular newsletters keeping them up to date with activities and information about the setting. They comment that staff are 'fantastic and the team are really supportive and very welcoming.' Parents also have a duty rota and help out at the setting on a regular basis. This provides an opportunity for parents to get to know staff and have hands on experience of activities their children take part in. Effective partnerships have been developed with other providers and agencies. For example, children enjoy visiting the local schools, which, helps to support a smooth transition between the settings.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements and use this knowledge very well to provide a stimulating and interesting learning environment for all children both indoors and out. They support children's learning and development well. An effective key person system is in place; therefore staff know children very well and are fully aware of their interests and individual needs. Observations of children's learning and development are recorded within children's learning journeys. Systems to track children's progress towards the early learning goals are in place.

However, systems to highlight and link next steps to future planning are still in the early stages.

Children are motivated to learn and access activities and resources with confidence. For example, children understand variations in size as they measure and compare their differences in height, using the large tape measure in the outdoor area. They confidently use language, such as, shorter, taller, bigger and smaller. Staff have developed a variety of roll play areas for children. For example, the 'Oak Tree Livery Stable' provides an opportunity for children to pretend they have their own horse. A variety of hobby horses, grooming equipment, straw and hay are available enabling children to look after and ride their own horses. This enables children to explore their ideas, thoughts and feelings through play. A self-registration system is in place, which helps children recognise their own names as well as developing their confidence within the setting. A morning registration session encourages children and staff to greet each other. Children are encouraged to count how many children, staff and visitors are present, which, helps to develop their awareness of number language.

A wide range of opportunities are available for children to explore a variety of materials and media, for example, dough, play foam and sand. They have great fun squeezing and squashing to make 'worms' and 'monsters'. Children show a keen interest in the world in which they live. They confidently talk about why trees need rain to grow and excitedly watch the growing tadpoles wriggling. They confidently talk about the recent changes to the tadpoles and how they will turn into frogs.

Children's health and well-being is fully promoted. For example, staff encourage children to understand the importance of good hygiene routines and children confidently talk about why they need to wash their hands before lunch. Children state they wash their hands because 'they are dirty and we get the germs off.' Fresh drinking water is freely available during the session and healthy snacks are also provided. This helps promote children's understanding of healthy foods, whilst helping to keep them hydrated and nourished. However, opportunities to develop children's self-help skills are sometimes missed, as children do not always take part in preparing or serving their own snacks or drinks. Children take part in regular fire drills and staff talk to them about why they shouldn't run and climb indoors. This helps to develop children's awareness of safe practises.

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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