

Shipton Pre-School

Shipton Community Centre, Main Street, Shipton-By-Beningbrough, North Yorkshire, YO30 1AB

Inspection date	10/10/2012
Previous inspection date	13/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practitioners read wonderful learning stories for children, exhibit through photographs and dialogue what the children are experiencing during their play and within activities.
- Practitioners carefully scaffold children's learning, developing their play from their interests and extending this interest within all areas.
- Children's interest in minibeasts allows them the opportunity to discover similarities and differences in living things in their environment.
- Children show high levels of independence and are curious to explore the learning environment indoors and especially outside.

It is not yet outstanding because

- Parents' complete introductory sheets and can add comments to children's individual learning stories, although, further opportunities to add their child's achievements is not as effective.
- The pre-school has good links with the local schools, however, other settings are not utilised to provide continuity of care and information for all children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities within the room and in the outdoor learning environment, also observing snack time and lunch club.
- The inspector looked at children's learning journeys and observations, assessment records and the planning. Also evidence of the suitability of staff working at the pre-school and a selection of policies.
- The inspector held meetings with the manager and the nominated person for the pre-school.
- The inspector also took into account the views of parents spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

Shipton Pre-School is a committee run group on the outskirts of Shipton-by-Beningborough, north of York. The pre-school registered in 1987. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It serves the local village and the surrounding rural area. The pre-school uses the main hall

for sessions and there is a secure outside area.

Children are admitted from two years to school age, with sessions running term time only, on Monday, Wednesday, Thursday and Friday mornings from 9.15am to 12.15pm and Wednesday afternoons from 1.15pm until 3.15pm. Lunch club sessions run from 12.15pm until 1.15pm on Wednesday and Thursday. There are currently 23 children attending aged from two years to five years. The setting provides early education funding for three- and four-year-olds.

There are four staff and all hold appropriate childcare qualifications from Early Years Professional status to Level 3. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for parents to contribute to their children's developmental records and to become involved in children's learning and their progress
- communicate information which will secure continuity of experiences and care for the child between settings

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a very good understanding of how to engage and capture children's interests. They carefully follow this interest, linking it into all areas of the environment. For example, current birthday parties have provided opportunities to wrap a pretend cake, post invites into envelopes and read a story about a popular train's birthday, incorporating the cake made earlier. Wall displays exhibit these children's interest, describing the child's interest and how it links into the current framework.

Activities about the room and the outdoor area provide interesting experiences for all children, within all seven areas of the Early Years Foundation stage. Children enjoy mixing cornflour with water and food colouring, observing the colour changes, discovering how the 'gloop' falls off their spoons with long or short drops. The outdoor area provides the

ideal opportunity for children to embrace their interest in the world, hunting for minibeast, exploring under logs for worms and snails, and investigating the play house for signs of spider webs. Knowledge of the world is explored further as children make hedgehog dens with straw into crates and draw hedgehogs on the chalkboard.

Children's communication and language is supported well as practitioners read to children a story of their request, encouraging children to add their version of the story. Children's early writing skills are developing well, as children label their own work and make marks on cards and chalkboards, indoors and outside. Children are encouraged to read their name cards to gain their snack, whilst practitioners promote children's recognition of letter sounds within friend's names.

Creative development is actively encouraged, as a wide range of media and materials is openly available for them to freely access. Children mix paints, exploring colour mixing using brushes, sponges and scrapers. Outside an interest in moving water through pipes and guttering, allows children to watch the water flow. Practitioners support children in developing and linking their ideas, to think critically. For example, moving guttering up or down and adding more, to further see where the water will go.

Parents talk positively about the pre-school and the practitioners, praising their children's development and learning. Parents are welcomed in by practitioners as they leave and pick up children. Children's starting points are gained on the 'I am special' sheet and parent's comments are welcomed onto the new learning journeys. However, there are fewer opportunities for parents' to contribute a wider range of their child's achievements, thus preventing them to be highly involved in their child's learning and development, and ongoing progress.

The contribution of the early years provision to the well-being of children

The key person system is established which enables children to form secure attachments with practitioners and their peers. Children develop good relationships with practitioners and with each other, they greet each other on entering the pre-school and parents talk freely with practitioners, discussing concerns and their child's achievements.

The large welcoming and well organised room and outdoor space offers a variety of areas for children to explore freely, enabling children to gather resources independently to support their interest and their play. Children thoroughly enjoy the outdoor area, where supported by practitioners, scaffolding children's interest is inspired. Travelling around the pathway on bikes stimulates the interest of traffic lights, children gather up resources for the three colours needed, encouraging the practitioner to join in with instructions.

Children help themselves to plates and cups, fruit and drink within the snack area, successfully pouring milk or water into their beaker and skilfully use tongs to retrieve some sliced fruit. Lunch club is a social occasion, where children sit next to their friends and discuss the contents of their lunch box. Staff support children in the washrooms using steps at sinks and toilets, older children are encouraged to use toilets independently.

Behaviour is managed well, children are reminded to take turns and wait for others, gaining an understanding of respecting each other. Children are reminded not to run indoors and not to stand on equipment or throw items out of the outdoor area, developing a regard for toys and the community. This improves children's understanding of appropriate and acceptable behaviours and boundaries.

The pre-school has successful links with the two local schools, teachers visit the pre-school and the pre-school visits the school aiding transitions. Although, partnerships with other professionals are less well established in order to provide continuity and coherence for all children in their care, across different settings.

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

Secure planning and monitoring across all seven areas of the Early Years Foundation stage are evidenced, through wonderful learning stories, where photographs and dialogue really capture what the child is doing. These include children's well-being and involvement scales. Planning incorporates children's individual interest and adult-led activities, ensuring children encounter a broad range of experiences. The assessment system enables practitioners to identify gaps in children's learning or development.

The pre-school take safeguarding children seriously, doors and outside gates are locked. Practitioners all complete safeguarding training and are aware of local safeguarding procedures. The secure enclosed outside area is checked daily and the pre-school has the added bonus of using the community centres enclosed play areas behind the centre, which provides children with excellent opportunities to take risk and challenge themselves. The pre-school has detailed policies and procedures to cover safeguarding requirements and outings, and ensures ratios are maintained throughout their varied sessions.

The self-evaluation takes into account staff and parents views, using questionnaires and regular meetings. Detailed improvement plans, identify strengths and weaknesses, these are regularly evaluated and updated. The manager is highly motivated to improve the team's knowledge and learning. The pre-school hold regular staff meetings and appraisals, and all practitioners have an individual training and professional development plan.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	400335
Local authority	North Yorkshire
Inspection number	886369

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	23
Name of provider	Shipton Pre-School
Date of previous inspection	13/06/2011
Telephone number	07546 571089

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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