

# Scorton Village Pre School

The War Memorial Institute, SCORTON, Richmond, North Yorkshire, DL10 6DN

## Inspection date

15/01/2014

Previous inspection date

04/05/2010

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality of teaching is of a consistently high quality, as a consequence children are highly motivated, enthusiastic and eager to learn. Practitioners have very high expectations of themselves and the children. Their expert knowledge of how children learn results in rich learning experiences for all children.
- All practitioners are highly skilled and sensitive in helping children form secure emotional attachments, as a result children feel safe and are ready to learn. The strong and consistent skills of all key persons ensure children are emotionally well prepared for the next stages in their learning and partnerships with parents are strong.
- Safeguarding is paramount and children learn how to stay safe through excellent staff role models.
- Leadership is inspirational with a strong drive to continuously improve. All staff embrace reflective practice and work closely together to constantly monitor and evaluate the provision.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 teaching and learning in the main room, lunch hall and outside environment.
- The inspector held meetings with the manager and committee chair and discussions with staff and the manager throughout the session.
- The inspector took account of the views of parents at the start of the session.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form.

## Inspector

Julie Foers

## Full report

### Information about the setting

Scorton Village Pre School has been registered since 1991. It is a committee-run facility. It operates from a purpose-built extension at Scorton War Memorial Institute, in the village of Scorton, North Yorkshire. The group has sole use of the building during its hours of operation, including the institute hall. There is a small outdoor play area available. The provision serves both the local and wider rural community.

The setting is registered on the Early Years Register and both parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities. The pre-school is open each weekday from 9.15am to 3.15pm, during term time only.

The pre-school employs four full-time and two part-time members of staff to work directly with the children. All full-time staff hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- review the length of circle time for all children where very young children are included or on occasions where the age range is wide in order to ensure that activities continue to match their individual needs.

## Inspection judgements

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

The highly knowledgeable and skilled staff team successfully support and extend children's learning through sensitive, timely interventions. Excellent identification of teaching opportunities and successful strategies interwoven into child-initiated activity result in opportunities for children to embed, extend and build on their learning. The result is, from starting pre-school, children make excellent progress in their learning. Staff model language, using commentary and highly effective questioning to support children's development in communication and language. The teaching of phonics and early literacy is particularly successful through adult-led activities, such as circle time and the provision of creative resources, such as 'sound bags' and stones with individual letters carved into them for the children to feel and explore. High quality conversations and gentle, meaningful interactions between staff and children result in children being fully engaged in their learning. However, there is scope to review the length of circle time where very young children are included or on occasions where the age range is wide in order to ensure that activities continue to match their individual needs. Staff act as play partners, following children's interests. Adult-led activities are playful making children giggle and

laugh, for example, as they make pizzas to cook and eat later. Practitioners provide sensitive responses to children's questions, making sure all children are included. As a result, children feel their opinions and contributions are valued.

The environment is bright, welcoming and stimulating. Resources are well organised, accessible and thought through, for example, individual pots for the pizza paste so children do not have to wait their turn. There is good use of natural resources. Mathematical language and concepts are explored through play, for example, in the sand pit children are encouraged to talk about 'bigger, smaller, full, and empty' and a sock matching activity encourages children to identify and match size, pattern and colour. Children are encouraged to count the number of people at circle time. Physical development is well fostered with opportunities throughout the morning for the children to access the small but well-resourced outdoor area and activities, such as circle time, are physically interactive as the children hold hands to jump up and down and dance. Invitations for the children to problem-solve are plentiful, for example, when counting out the pizza bases the practitioner ensures they are one short and asks the children, 'what shall we do?' and when pairing socks children are asked, 'can you work out how to open the peg?'. The children are 'willing to have a go'. Questions are open ended and rich opportunities for learning with open-ended resources results in children being eager and enthusiastic. They consistently demonstrate the characteristics of effective learning, for example, showing focus, concentration and resilience when playing 'building sites' outside with bricks, tools, poles and ribbon.

Relationships with parents are strong and learning extended into the home as parents are invited to share Learning Journeys and contribute to the planning process through a 'post ideas here' system. Children talk excitedly about taking the pizza recipe home to try with parents. Support for children with special educational needs and/or disabilities is good and partnerships with health professionals are established. Children are encouraged to make choices, such as when they would like their snack and where they would like to play and there is a strong emphasis on independence. This together with a focus on communication and language, physical and personal, social and emotional development means children are exceptionally well prepared for their next steps in learning and emotionally ready for school.

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

The pre-school's key person system is highly effective. Parents are introduced to their child's key person before children start at the setting. Staff know their children and families well and go that extra mile to ensure children are settled. Support around transitions, for example, when children move from pre-school into the lunch club, are excellent and the setting ensures families have the same key person for a second child even after their first child has left. Staff and children have positive, caring relationships and care is taken for staff to share time with their key children, for example, during circle and lunch times.

Healthy eating and keeping healthy is discussed as staff encourage children to decide which vegetables they would like to put on their pizzas. A member of staff asks, 'why they

are good for you?' and one child says, 'they keep you strong'. Children are introduced to the term 'vitamins' and they discuss the importance of cleaning their teeth. Children enjoy wiping the table themselves after the pizza activity. There is drinking water available in jugs and a healthy snack. Staff role model to children how to keep safe. A member of staff asks children, 'why do we keep the ham in the fridge?', 'to keep it cold and stop germs', says one child. Other children join in the conversation. When the pizzas are ready to come out of the oven the member of staff asks, 'why do we need oven gloves?', 'because they're hot!' say the children.

Behaviour is exemplary as children are engaged and 'on-task' throughout the sessions. Any minor conflicts are handled quickly, skilfully and sensitively by staff. Children feel comfortable in the setting, for example, one child accesses paper and pens and lies stretched fully on the floor to mark make. This sense of security supports children's ability to learn. Staff show a thorough knowledge of the processes for safeguarding children and all have relevant training. A member of staff mans the door as parents drop off and pick up and a spy hole is used to identify parents and visitors. Visitors are asked to switch off phones when they arrive. Parents are asked for descriptions of anyone else picking up their child.

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

Observations of practice identify strengths in teaching and areas for improvement. Children's learning is tracked and reviewed termly and staff share observations and assessments to ensure assessment is accurate and precise. 'Learning Journey' records include a mix of meaningful observations, reviews, assessments, photographs and examples of children's work. Regular reviews of children's development in all seven areas are shared regularly with parents and progress checks are carried out at the age of two years. As a result, partnerships with parents are strong. Each member of staff has a development file. Supervisions were introduced last year and help to 'give a voice' to each member of staff. Annual appraisals are linked to training needs and continuous professional development. There is a whole setting training plan. Training is shared at weekly staff meetings and its impact reviewed and monitored. There is a role modelling and mentor system for new staff and an additional handbook for students.

The manager sees safeguarding as paramount and demonstrates an excellent knowledge of suitability of staff. She has attended 'Safer Recruitment Training', resulting in thorough checks on new staff and an effective induction process. Policies are reviewed annually and staff sign and date to say they have read them. The manager takes advice regarding records and policies from the local authority and the Committee Chair. She understands the importance of partnership working and the need to secure appropriate interventions.

Staff are asked to contribute both to the pre-school's very detailed self-evaluation form and policies, including Safeguarding. The manager puts the success of the pre-school down to 'a wealth of experience' and 'the need to see every child succeed to the best of their ability'. The manager works directly with the children so her knowledge of the

children and the quality of teaching and learning is exemplary. The manager is inspirational in her vision for the pre-school and her drive for continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	400323
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	847866
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Scorton Village Pre School Committee
<b>Date of previous inspection</b>	04/05/2010
<b>Telephone number</b>	01748 812825

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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, which are usually the childminder's 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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