

Derwent Valley Pre-School

The Village Hall, Main Street, Hutton Buscel, Scarborough, North Yorkshire, YO13 9LR

Inspection date

25/03/2014

Previous inspection date

09/07/2009

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

- Children are happy and confident and they have formed close relationships with staff.
- Teaching is good because staff fully understand how to promote children's learning. This results in good expectations for their achievements, consequently, children's progress is good given their starting points and abilities.
- Staff are secure in their knowledge and understanding of safeguarding matters, as a result, children's safety, health and well-being is effectively supported.
- Children are interested and engaged in their play and this is supported with a variety of quality resources and activities that motivate children. This is reflected in their positive behaviour and confidence in what they do.
- Highly positive relationships with parents and carers are developed through effective induction and the frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to further enhance the stimulating environment, so that older children can observe and use numbers and words even more in play activities to support their growing numeracy and literacy skills.

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 activities in the hall and outside area used by children.
- The inspector went with children and staff for a walk and visit in the village.
- The inspector held a meeting with the supervisor and talked with children and staff, including key persons at appropriate times throughout the inspection.

The inspector looked at relevant documentation, which included evidence of staff and committee's suitability checks, the safeguarding documentation, children's observation and assessment and planning records. Also, a representation of the settings policies and procedures and other documentation was seen.
- The inspector took account of the views of parents and carers spoken to on the day and through written feedback provided through questionnaires completed by parents.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Derwent Valley Pre-School was registered in 1992. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village hall in the village of Hutton Buscel, North Yorkshire. The setting is managed by a voluntary committee. The setting serves the local and surrounding rural areas. The building has access via a portable ramp at the front. There is an enclosed outdoor area for children. The setting currently employs four members of staff, who have childcare qualifications at level 4 and 3.

The setting is open term time only. Sessions are Monday, Tuesday and Thursday, from 9am to 4pm and on Wednesday and Friday from 9am to 1pm. Children attend for a variety of sessions. There are currently 38 children attending, of whom all are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the learning environment even further by providing written numbers and words for children to observe and use in their play activities to maximise their mathematical and literacy development.

Inspection judgements

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

Staff have a good understanding of how children learn and the quality of teaching and learning is good. They plan effectively for each child's individual learning needs. They seek good information from parents about children's starting points on entry to inform the assessment process from the very beginning. Baseline assessments clearly show what children know when they first attend. Key persons continue to make regular ongoing observations and assessments identifying children's possible next stages of learning clearly. They share good information with parents and other providers who care for some children who attend, so that all can have a consistent approach in supporting children's individual development. Well-planned, stimulating activities motivate children to take part and to initiate their own learning through play; consequently, all children make good progress. Staff encourage children to make links in their learning. Staff extend children's awareness of growth through looking at books about caterpillars becoming butterflies and children enjoy planting seeds and caring for plants. Children make good progress in their mathematical development through staff encouraging them to place things in order of size

or make pictures from shapes. Children use numbers in their play. Staff encourage children to count how many numbers they have on the magnetic board as they play. Children learn through everyday play, pegging out the washing and talking with staff about the different weather to dry clothes and what is the best weather to get them dry. When children play in the soil with the pans and bowl they talk with staff about empty and full containers. However, there is scope to enhance the access to written numbers and words in the environment for older children to maximise children's mathematical and literacy development. Staff help children to complete jigsaw puzzles by encouraging them to match colours and shapes. They encourage children to describe how they will solve problems and to think of ways of doing things for themselves. Children's learning at home is supported as staff encourage children to take books home to share with parents. Staff work closely with parents and they meet to go through children's assessment of learning and future learning plans at the end of term.

Key persons track the continuing development of individual children. There is good data collected by staff to identify if specific groups of children are making less than expected progress. As a result, staff are able to identify if there are any gaps in specific areas of learning that could be addressed in different ways to meet individual needs. Children develop good skills for their future learning. They are becoming confident to answer and recognise their names or speak in the group at 'circle time'. Staff demonstrate that they are listening to children, so children are eager to respond to questions and take part in discussions, knowing their contributions are valued. This encourages children to initiate or continue conversations with staff and their friends, talking about their family or their experiences. The Hedgehog Project linked to the grounds round the village church has enabled children to become interested and involved with the conservation of animals and insects. Through making dens for the hedgehogs and 'hotels' for insects to seek refuge in the winter. This project was completed last year and children are very informed and want to share their involvement in the project at the inspection, proudly showing the photographs of what they had made and how they monitor the church yard. Children learn through completing interesting activities about the natural world.

Children learn to work well either together or independently. They are motivated to take part in activities and through good support from staff, persevere with skills they find difficult. For example, when children struggle to balance the 'tins of cake mixture' on the scales, staff provide just the right level of support for children to succeed. Children are active learners moving freely around the setting, selecting from a good range of resources and activities. They develop early writing skills using pens and pencils for children to make marks, using tape to make the envelope for mum. Children use paint and different size brushes in their creative work and learn that lots of things can be used for making marks with paint. Older children find their name and self-register, recognising their name card. Staff support the younger or less able children effectively by sounding out the letters. All such activities and routines help children gain useful and key skills for their eventual move to full-time education. Information for the progress check at age two is collated and this highlights any areas where children may need extra help. Staff recognise that some children may have additional needs and effective planning is in place to support individual children with any special educational needs and/or disabilities. Different strategies are used to support children's communication and picture prompts are in place to support younger children's understanding of the daily routine. Children with English as an

additional language are welcome and staff are effective in supporting them to build their vocabularies and become fluent communicators.

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

Children arrive at the setting happy and eager to get involved in the activities. They confidently separate from their parents or carers and develop secure attachments to staff. This emotional attachment develops because staff support children in settling-in according to their individual needs. Parents comment positively on how this procedure enables both themselves and their children to feel secure. The effective key person system ensures each child has a special adult, who gives parents good information daily about what their children have been doing. Staff ensure that they include all children and support individuals well if they find it hard to join in. For example, they effectively support children who need more time to form their words by giving them good opportunities to talk in both a small group and a larger group as they become more confident. This sensitivity helps children build confidence in speaking out loud in a group situation, ready for starting school. Children are polite and demonstrate that they understand the expectations of staff. Children behave very well as staff re-direct any unwanted behaviour effectively and sensitively.

Staff plan stimulating, welcoming and well-resourced environments both indoors and outside. These promote children's well-being, supports them in becoming independent learners and stimulates their interest in learning. Staff prepare children well to be ready for when they move on to other settings or school, through promoting their skills and confidence. Staff deploy themselves well, informing each other if they have to leave the area to ensure they always supervise children well and meet their individual needs fully.

Children develop a good understanding of safe and healthy practices. Staff remind them to have regular drinks of fresh water. The snack time is a social event where a small group of children sit with staff pouring their own milk or water, making individual healthy choices from prepared fresh fruit, vegetables, cheese and crackers. Children have daily opportunities to be outside in the fresh air and learn how to dress appropriately for the weather, putting on the wellingtons and coats. Visits, such as walks in the village, promote children's awareness of the safety relating to traffic and strangers. Younger children are learning to pour milk and water at snack time. They wash their hands after playing in the soil and after using the bathroom. Staff observe children washing their hands to ensure they do so thoroughly and children develop an understanding of why it is important to maintain good health.

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

Staff and the committee have a good understanding of the responsibilities in meeting the requirements for the Statutory framework for the Early Years Foundation Stage. Staff complete risk assessments to manage children's safety and are fully aware of how to

protect children's safety and welfare. Vigilant staff effectively monitor the arrival and departure of children. There is good support for staff development and regular supervision and appraisal is in place and used to move forward the quality of learning and care. The setting implements peer observations as a means of evaluating practice and identifying areas where they can make further developments. Staff have opportunities to access training for their professional development and the supervisor and deputy attend Early Years Cluster meetings to share best practice. Good recruitment and induction procedures are in place to ensure that staff have a strong awareness of their roles and responsibilities. The supervisor and staff have appropriate childcare qualifications and identify their training needs, so that all staff continue to update and continue their professional development to provide good outcomes for children. They complete termly action plans showing that the staff team reflect on what they offer and continue to add new areas to develop, to keep making improvements to the provision and the outcomes for children. There is still scope to further enhance the learning with a wider range of numbers and words in the environment. The recommendations from the last inspection have been fully completed. Observations and assessment of children's learning are used effectively and partnerships with other providers are established, further promoting children's learning and development.

Safeguarding is effective because the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are fully understood by all staff and committee. Children are well-protected in the setting. Staff are fully aware of their responsibilities to manage any safeguarding issues and the procedures they are required to follow, ensuring that relevant information is shared and children are safeguarded at all times. For example, enhanced clearances are in place for the committee and staff. Staff know they need to immediately report any concerns that they have about the welfare of children or behaviour of staff and other adults on the premises, therefore, promoting the safeguarding of children.

Staff form effective partnerships with parents and with other providers that children attend. There are good systems in place to have an overview of each child's learning and identify any gaps in children's development. Staff complete the required progress check at age two and the Early Years Foundation Stage assessment for when children move on to school. They have opportunities to meet with other providers. This ensures that they have good information to promote children's learning and care needs. Written records include photographs, comments on children's characteristics of learning and the child's voice are all included. Parents comment that they have regular discussions with their child's key person and receive written and verbal feedback on their child's learning and development progress. All staff, parents and children are included in evaluating the provision to ensure they meet the needs of their users. Staff use discussion and questionnaires to find out parents' opinions on specific areas of the provision. From this they have looked at different ways of providing information to parents about how they can support their child's learning at home. Through training and research, staff provide new resources to enhance children's learning. For example, they have reorganised the indoor and outdoor environment to better meet the needs of the younger two-year-olds now attending. This has resulted in gaining younger children's attention and interest to learn, which has had a particular positive impact on play and learning.

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
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

Unique reference number	400288
Local authority	North Yorkshire
Inspection number	955559
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	Derwent Valley Pre-School Committee
Date of previous inspection	09/07/2009
Telephone number	01723 863869

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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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