

The Village Pre School

The Village Hall, The Village, Osbaldwick, York, YO10 3NS

Inspection date

Previous inspection date

04/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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

- Teaching is good because staff are skilled and knowledgeable and support children's learning effectively. They understand how children learn best and provide them with a wide range of good quality resources. As a result, children make good progress in relation to their starting points.
- Children are very happy and relaxed within this warm and welcoming pre-school. They form strong attachments with staff as a result of the genuine care and attention they receive.
- Leadership and management are effective. The provider and staff prioritise safeguarding and as a result, the staff team work very well together to ensure that children are safe and their welfare is promoted.
- There is good engagement between key persons and parents. This ensures that everyone is kept well informed about children's developmental progress and that children's well-being is fully fostered.

It is not yet outstanding because

- There is scope to enhance children's self-care and independence skills further, for example, by supporting them to take their own coats off when they come in.
- Staff's skills in giving children time to respond to open-ended questions are variable. This means that children are not consistently encouraged to think of their own responses when asked a question.

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 had a tour of the premises and observed activities in the playroom and outdoor area.
- The inspector met with the owner, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of the suitability of staff working in the pre-school and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full report

Information about the setting

The Village Pre School was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Village Hall in Osbalwick on the outskirts of York and is run by a private provider. The pre-school serves the local area and is accessible to all children. It operates from one main playroom with access to two smaller areas and there is an enclosed area available for outdoor play. The pre school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and above, including the manager who has Qualified Teacher Status. The pre-school opens Monday to Friday during term time. Sessions are from 8am until 4.30pm. Children attend for a variety of sessions. There are currently 18 children attending who are all in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance children's self-care and independence skills by supporting them to do things for themselves, such as taking their own coats off
- ensure that all staff have a consistent understanding about how to give children time to think about and respond to questions, particularly when singing rhymes, in order to enhance their mathematical understanding.

Inspection judgements

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

The quality of teaching is good because staff have experience and a secure knowledge of how children learn through play and provide a sound balance of adult-led and child-initiated, play-based activities. This ensures children gain a good range of skills to support their future learning, for instance, when they move onto school. The pre-school caters for each child's individual needs well. Staff gather information from parents when children start at the pre-school and carry out a baseline assessment. This is done through observations of what children can do and helps staff to plan appropriate activities for children based around their interests. For example, when they noted children's interest in caterpillars, this led to planned activities and stories linked to this interest. Children particularly enjoyed observing caterpillars changing to a chrysalis and then hatching as butterflies. This activity was repeated later, in order to effectively reinforce their learning. Staff keep a record of children's learning and development in a learning journal and keep a tracking sheet that shows how children are making progress. This also identifies if there are any delays or gaps in children's learning, which staff then address.

Staff are fully involved in children's play and provide good levels of support. They constantly talk to children during their activities and children show their enjoyment as they babble and start to pronounce recognisable words in return. Staff teach children about the correct way to say words as they repeat what children attempt to say. For example, children play with the cars and a cardboard tube. They attempt to put an aeroplane down the tube and try to say 'it won't fit'. Staff repeat the words for them, so that they will know how to say it next time. Staff gradually introduce children to new stories at group time. They read the story to them and then sing number rhymes. This helps children to learn about the order of numbers in a fun and interesting way. Staff make the activity stimulating by providing props to support the rhyme. For example, they use laminated pictures of frogs and monkeys that fit with the rhyme and choose children to hold them while they sing. These motivate children and they become eager to join in. However, staff in their enthusiasm for activities, do not give children the opportunity to use their thinking skills to respond to how many are left when one is taken away, before moving on. Staff teach children about the world around them through everyday opportunities. For example, they draw children's attention to the sound of the diggers on a local building site. They talk to children about the rain when they are in the garden, show them how to catch it in their hands and help them to notice how it bounces in the puddles. Children are learning how to take care of living things and animals. They have planted herbs and help to care for the fish by giving them some food each day. Children observe the stick insects and staff provide linked activities, such as colouring and model making with play dough, so that they can express themselves in different ways.

The pre-school places a strong emphasis on working in partnership with parents and have set up a wide variety of ways to aid communication. Staff keep parents informed through discussion as they drop off and collect their children. Parents have access to their child's learning journal at anytime and staff complete a learning and development progress report for the end of each term. This is sent home and parents add their own comments about their child's development and send it back. They are invited to share their own observations from home with staff, which assists staff to plan appropriately for their child. There is a 'comments' box in the entrance to the pre-school where parents or visitors can share ideas or concerns in confidence. A white board in the entrance informs parents about the activities that have taken place that day. This means that they can use this information to help continue their children's learning at home.

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

Children are supported well when they start at the pre-school. They come for introductory visits to meet staff and familiarise themselves with the environment. The settling-in process is flexible and meets the needs of individual children. Information from parents is collected and used to support children as they move from home. Each member of staff puts together a shoe box with information about themselves. Children can look at this and take it home to look at with their parents. This helps them to get to know their key person well. Consequently, children settle well and are emotionally secure. Children's behaviour is positive due to the clear guidelines and boundaries provided by staff. They remind children to be kind to each other and to look after and share resources. Consequently,

children are learning to manage their feelings and behaviour. Timely reminders are given about managing their own safety, such as not to run in the playroom in case they slip. This all promotes their personal, social and emotional development, which is important for their move to school.

Play spaces are organised well and resources are of a good quality and are stored at age-appropriate heights. This enables children to be independent, play with their friends and use their imagination. Consequently, children are happy, relaxed and confident in this bright, welcoming and friendly environment. Frequent opportunities are provided for children to enjoy daily fresh air and to take part in a range of activities to promote their physical development. The door is open from the playroom to the garden area and children can choose when they want to carry out activities outdoors. Visits to local parks give children the opportunity to access larger play equipment to develop their larger muscles. Staff teach children to be independent in managing their own care needs. They support them in using the bathroom to wash their hands and promote their access to drinks by providing a drinks dispenser that children can use themselves when they are thirsty. However, there are missed opportunities for children to learn how to manage dressing and undressing themselves, for example, when they put on and take off their coats. Children's good health is promoted very well through sensible routines and a commitment to a healthy lifestyle. Staff teach children about the different fruits as they choose from a plate at snack time, which helps them to learn about healthy eating and promotes their independence.

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

The pre-school is led by a dynamic and enthusiastic owner who works as the manager. She is genuinely passionate about providing high-quality care and education for children. Staff understand their roles and responsibilities to protect children. They are vigilant regarding child safety and are proactive in minimising potential hazards, enabling children to explore safely and freely. Staff have current training in safeguarding and child protection and know the procedures to follow should they have any concerns about a child. Good adult-to-child ratios are maintained and staff are deployed well, ensuring that children are safe and well supported in their play and learning. Recruitment and induction procedures are robust and help to ensure that all those working with the children, are suitable to do so. New staff benefit from an induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the pre-school. The owner holds regular supervision meetings with staff to discuss key children. All staff, including the manager, benefit from the peer observations, which are completed regularly. This means that practice is evaluated and advice is given about adapting activities, so that the best possible learning outcomes are sought for children. Staff have made a strong commitment to improving their understanding of good-quality childcare by attending courses that have a positive impact on the care of children. For example, the deputy manager has attended training for her role as the special educational needs coordinator. This means that she can work with children with special educational needs and/or disabilities and help them to make good progress. This effectively promotes continuity of care and learning and helps to ensure that no child is disadvantaged.

Self-evaluation is a particular strength in the pre-school. It is evident that staff frequently review the environment and their practice and they discuss how to make improvements. They also take account of advice that is provided by the local authority support officer. Action plans identify the areas that they want to develop, such as the allotment and parents' evenings to keep parents updated on children's progress. Parents are involved in the evaluation process through questionnaires and are very positive about the provision in their responses. Staff also note down any comments parents make in the improvements file, so that they can address any suggestions that are made. Good monitoring systems ensure that children have access to a broad range of experiences that help them to progress towards the early learning goals. Staff are knowledgeable and experienced and monitor children's individual performance and progress well. The owner has an overview of the educational programme to ensure that it is broad and balanced and reflects individual children's specific learning needs. She carries out regular spot checks on learning journals and the planning to ensure that staff understand how to plan appropriately for each child.

Partnerships with parents are good and positive relationships ensure children's needs are met. Parents receive newsletters that keep them informed about the setting with information about activities, events and any staff changes. They can review detailed notice boards and displays in the small playroom to gain further information about the pre-school. Parents state that they appreciated that they could visit as many times as their child needed, to help them settle and feel that staff are very approachable. Overall, this is a good quality and friendly pre-school where children receive a positive early years experience, which lays a solid foundation upon which to support their future 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 | EY470449 |
| Local authority | York |
| Inspection number | 948351 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 18 |
| Name of provider | The Village Pre-School (Osballdwick) Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07900595941 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

