

Nicky's

St. Nicholas C of E Primary School, Mowbray Terrace, West Tanfield, Ripon, North Yorkshire, HG4 5JN

Inspection date	05/09/2013
Previous inspection date	02/12/2011

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

- Children thoroughly enjoy their learning and make good progress because staff provide them with a wide range of interesting activities. Children are very keen to take part in these and enjoy exploring and developing their own ideas.
- Staff expect children to be capable and give them very good opportunities to develop their independence and to learn about personal safety. Consequently, children behave very well and confidently manage their own risks.
- Children benefit greatly from the excellent links the setting has with the school where it is sited. This plays a very important part in making children's transition to school, when the time comes, a stress free experience.
- Partnerships with parents are good and this promotes the effective sharing of information. Consequently, children's individual needs are known and met by staff, which means they settle well and feel secure.

It is not yet outstanding because

- There is scope to develop the range of resources that support children's imaginative play outdoors.
- Children do not have a wide variety of opportunities to observe numerals at their level and use these in context in their play.

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 children playing in the play room and the outdoor area.
- The inspector met with the manager and the nominated person from the committee and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation of an activity involving sand with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Nicky's was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee. It operates from a designated room within the main premises of St. Nicholas C of E Primary School in West Tanfield in North Yorkshire. It has its own entrance and toilet facilities and there is an enclosed area for outdoor play. The setting also has access to the school's outdoor play areas. It serves the local area and is accessible to all children.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 5. The setting operates Monday to Friday during term time only from 8.30am until 3.30pm. Children attend for a variety of sessions. There are currently 21 children attending, all of whom are in the early years age group. The setting provides funded early education for three- and four-year-old children. It 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 the opportunities for children to use materials and props that support role play in the outdoor area
- enhance the opportunities for children to see and use numerals in their environment, such as making number lines available for reference and encouraging children to use them in their play.

Inspection judgements

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

Staff are confident in their teaching. They support children very well to become motivated and independent learners who make good progress towards the early learning goals. Consequently, children are well prepared for school when the time comes. For example, when a child picks up a compass a member of staff explains in terms the child can understand how this is used to find directions. She then empowers the child to lead her and a number of other children around the outdoor area. The child's imagination is captured fully by the idea and he decides to lead his 'team' on a quest to find treasure.

The member of staff listens carefully to the child's instructions and plays an active part in the activity without taking over. As a result, children become fully immersed and sustain their concentration as they search for treasure in different places. They show good levels of imagination as they search in the sand tray and amongst plants before finally finding 'bark treasure' in a large tyre.

Children are provided with a bright and well-organised environment in which to play and learn. For example, an area that is well-resourced with crayons, paper and pencils is provided for children to make marks and develop their writing skills and there is a comfy area to sit and look at books. Words are displayed to show print has meaning, such as children's names, which they use to self-register as they arrive. Staff skilfully promote children's mathematical development during activities, such as exploring sand. For instance, a member of staff encourages one child to scoop sand into her hand. She then puts both hands together and shows the child that she is now able to hold much more sand, which enables the child to learn about capacity. Some children spontaneously use number for a purpose. For example, one child asks a member of staff if he can take two pieces of apple at snack time. He confidently does so when the member of staff confirms this is acceptable. However, there are not as many opportunities for children to see numerals, such as number lines in their environment, which they can access easily and use in their play. This is to support them further in developing their counting skills and ordering of numbers for example.

Staff give good attention to promoting children's development in communication and language. For example, they engage children in conversation as they play with materials, such as sand. They skilfully ask children open-ended questions to make them think, such as 'What things might you find at the seaside?' Children are given time to formulate their answer and one then confidently replies with 'I found shells and treasure'. Staff also teach children to use simple signing to show them that there are other ways of communicating other than using the spoken word. Children show great interest in this and are becoming confident in signing different colours for example, such as stroking their cheek to indicate pink. Staff keep a learning record for each child, which includes the required progress check at age two. These are available for parents to view at all times, which means they are fully informed of the progress their children make. Parents are actively encouraged to be involved in their child's learning in the setting. For instance, they are invited to 'stay and play' sessions, so they can support their children as they take part in various activities.

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

Children's transitions into the setting are managed very well. Consequently, they settle quickly and enjoy the time they spend away from their parents. For example, key persons visit children at home to get to know them in a familiar environment. This enables children to start the bonding process with their carers in a relaxed manner before the placement begins. Parents are also asked to complete an 'I am special' form for their child to inform their key person of children's interests, any fears and prior learning. This means staff have a good picture of children's individual needs and how to meet them, which provides security and stability for them.

Opportunities for children to play outdoors and engage in a wide range of physical activities are given high priority by staff. This plays a significant part in promoting children's good health because they benefit from lots of fresh air. It also enables children to explore and play freely on a larger scale and to develop very good physical skills. For instance, one child decides to use a 'balance bike'. He knows to put on a safety helmet first and shows good coordination as he skilfully negotiates a marked circular path. The child stops safely because staff have taught him how to put the heel of his foot down first. Children enjoy playing in the outdoor play house. They use their imagination as they pretend this is an ice cream shop. However, resources and props to fully support their play are not readily available in the play house. This means that children cannot fully extend and enrich the scenarios they are trying to act out. Children also have weekly opportunities to take part in 'forest school' activities in nearby woodland led by a member of staff who is trained to a high level in this initiative. For example, photographs show children involved in building dens and more adventurous activities, such as toasting marshmallows over a camp fire they have helped to build.

Staff have high expectations for children. They expect them to be capable and provide very good opportunities for children to learn to manage their own risks and become independent and self-sufficient. As a result, children behave in a very responsible manner and have high levels of self-esteem because they are confident in their own abilities. For example, staff provide knives specially designed for children's use so they can cut up their own fruit at snack time, which they do so successfully. Staff then reward children's efforts with meaningful praise. Children are taught how to use building materials safely outdoors. For example, one child confidently uses small planks of wood to build a bridge across a large tyre. As she takes the wood from the pile she spontaneously looks to make sure no one is behind her. She carefully carries the wood and places three pieces across the middle of the tyre. The child reviews her work and then perseveres as she climbs onto the tyre. As she walks across the bridge one plank wobbles a little. The child is a little perturbed by this and a member of staff then sensitively steps in and asks the child if she would like help to level one plank. The child readily accepts the help because the member of staff knows exactly the right time to step in without taking over. This means children are willing to 'have a go', but also learn to adjust their thinking when they repeat the activity in the future.

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

This inspection was brought forward by Ofsted following concerns raised about the suitability of a committee member. An internal investigation was carried out and appropriate action taken by the group. However, Ofsted was not informed of this situation within the prescribed timescales and subsequently issued a warning letter to the provider. The manager and committee work well together to ensure the requirements of the Statutory framework for the Early Years Foundation Stage are met successfully. The recruitment and vetting of staff is thorough, which means informed decisions are made regarding their suitability to work with children. All members of the team are trained in safeguarding children and as a result, are well-informed about procedures to follow if they

have a concern about a child. Staff give high priority to maintaining a safe environment for children to play and learn. They take action to minimise any hazards and carry out daily checks to ensure all safety measures are in place. Staff are deployed effectively and their individual skills are utilised to good effect. This means children are well-protected and supported well in their learning.

The manager is committed to providing a high quality service and making continuous improvements. She has a good understanding of the setting's strengths and areas to develop. The recommendation for improvement raised at the last inspection has been addressed successfully and a clear development plan is in place to move the service forward. The manager works closely with the committee to ensure the plans come to fruition. The performance management of staff is effective. For instance, each member has an annual appraisal, which provides opportunities to reflect on their practice and access further training, to develop their skills. This in turn improves the outcomes for children's learning. The educational programmes and the progress of individual children are monitored successfully through 'on track' data, which is analysed to identify and address any gaps, to ensure children reach their full potential.

Staff give high priority to establishing and maintaining good partnerships with parents. For example, they are fully informed about the service and the Early Years Foundation Stage through a welcome pack, regular newsletters and daily chats. Information sessions are provided to ensure parents understand the thinking behind and the benefit of 'forest school' activities on their children's learning. Parents' views of the setting are sought both through discussion and questionnaires. Any ideas for improvement are responded to promptly by management. This ensures the setting's practice reflects the views of its users. Parents' comments about setting are very positive. They praise staffs' friendly approach and the support provided to help their child to settle in when they first started. The setting has excellent links with the school where it is sited, which children move on to. For example, outdoor areas and resources are shared with the school, which means each day children from both settings come together to play. Children from the setting can access the school classroom and they eat their lunch in the school dining hall. They are also invited to attend school activities based in the village church, such as a nativity play. This enables children to have daily contact with the teachers into whose care they will eventually move, so relationships are well embedded and their level of development known before the move is made. All of which, makes children's transition to the next stage of their learning a natural and stress free event.

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	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 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 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	EY267949
Local authority	North Yorkshire
Inspection number	930997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	20
Number of children on roll	21
Name of provider	Nicky's Committee
Date of previous inspection	02/12/2011
Telephone number	01677 470123

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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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