

# Skelton Squirrels Pre-School

Skelton Community Primary School, Brecksfield, YORK, YO30 1YB

## Inspection date

Previous inspection date

11/09/2014

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

- Effective partnerships with parents and a well embedded key person system, helps children to form secure emotional attachments. Consequently, children are well prepared for their moves, both into the pre-school and going on to school.
- Children's welfare is effectively safeguarded by staff that have a good knowledge and understanding of how to protect children in their care.
- The staff provide a well planned, interesting and challenging environment. As a result, the experiences children have and the good quality of teaching ensure the children are engaged and motivated to learn.
- Children behave very well and staff use effective strategies to help them understand their feelings and impact of their behaviour on others.

### It is not yet outstanding because

- There are further opportunities to extend children's independence during snack times as they do not help to clear their plates away or serve themselves food and drinks.
- Staff do not maximise all opportunities to extend children's early reading skills through play in the outdoor environment.

## 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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed all areas of the setting accessed by the children.
  - The inspector spoke at appropriate times to staff throughout the session.
  - The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and looked at a range of the pre-school's documentation, including staff Disclosure and Barring Service checks, qualifications, policies and procedures and risk assessments.

## Inspector

Kerry Holder

## Full report

### Information about the setting

Skelton Squirrels Pre-School was registered in 2014 and is on the Early Years Register and the voluntary part of the Childcare Register. It is situated in a classroom of Skelton Primary School in the area of Skelton, York. It is managed and run by a voluntary committee. The setting serves the local and surrounding area and is accessible to all children. The children have a fully enclosed area for outdoor play. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one at level 2. The setting opens Monday to Friday during term time and operates from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 20 children on role, all of whom are in the early years age group. The setting 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 early reading skills in the outdoor environment, for example, by introducing stimulating labels and displays that capture their interest and further develops their understanding that print carries meaning
- increase children's independence, for example, by encouraging them to serve their own food and drinks, and clear away their plates at mealtimes.

## Inspection judgements

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

Staff demonstrate a thorough knowledge and understanding of the Early Years Foundation Stage. They know when to become involved in children's play and when to allow children time to explore for themselves. Staff ask thought-provoking questions to explore children's understanding and develop their thinking skills. For example, during group discussions, a member of staff asks the children open-questions, such as, 'What do you think the weather is like outside?' and, 'Who can tell me what day it is?'. Furthermore, when children play with sponge letters of the alphabet, staff ask, 'How does it feel?' and, 'Can you find me a letter that is in your name?'. This good quality teaching helps children make consistently good progress in their learning and development. Planning reflects children's individual interests and staff clearly understand children's next steps. Staff regularly observe children and link these observations to the different areas of learning. They confidently discuss children's stages of development and how they are supporting them to achieve their next steps in learning. Regular progress checks are in place for all children and staff understand the importance of tracking children's progress in order to support children to reach their potential. As a result, children acquire the skills they need for their

next stage in learning and for school.

Staff provide a well-resourced and play-rich environment for children to play and learn in. Resources are well presented and support children to make choices and become independent learners. Consequently, most areas of their development are effectively promoted. Children's literacy skills are fostered as the indoor environment is rich in meaningful text, including labelling of familiar objects and storage containers, so that children know what toys are available. However, there are fewer opportunities provided for children to extend or consolidate their early reading skills through play in the outdoor environment. Technology is promoted well as children develop their mouse skills when playing games on the computer that further support their understanding of literacy by linking letters and sounds. Children enjoy role play with a range of resources as they prepare lunch in the role play area. A member of staff engages them in conversation about food and birthday cake. As a result, children use their imaginations well, showing high levels of involvement and motivation as they interact together.

Staff involve parents well in the child's learning. Parents are invited to contribute to their children's starting points by completing an 'All about me' page in children's daily diaries. They access their children's profiles on a regular basis and regularly provide information about their children's learning at home. As a result, children experience excellent continuity in their learning and development. Parents are kept well informed of their children's progress through daily dialogues with their child's key person, diaries and regular summative reports. They feel welcome in the setting and know who their child's key person is. This supports a strong partnership with parents. The nursery has a written process in place for the progress check that is completed for children aged between two and three years. The setting then shares this with parents and other relevant professionals. This further involves parents in their child's learning and development. Consequently, parents make a strong contribution to meeting their children's learning needs.

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

The setting has an effective key-person system in place, which ensures the children form secure attachments and develop positive relationships. On entry, settling-in visits are arranged and planned depending on children's individual needs. Parents are invited to stay at first to ensure children feel safe and secure. They provide key information to staff to ensure that children's individual requirements are known and understood, such as food allergies, routines and additional needs. A key person is assigned to each child and staff understand the importance of creating strong bonds and attachments with children. As a result, all children and their families settle readily and are happy. In addition, children are seen to be confident and self-motivated learners who develop the necessary skills to prepare them for their future move to school. Internal moves to the adjoining school are effectively planned and supported through visits to their new classroom. Teachers are invited in to the setting to enable the children to be able to spend quality time with their new teacher. Consequently, children are emotionally well prepared for the next stage in

their learning.

Children eat a healthy and balanced diet. Parents provide children's lunch and the staff provide a healthy selection of fruit for snack. They sit together in groups and talk with their peers, which teaches children how to behave in social situations. However, opportunities for children to further their independence by making choices, serving themselves and helping to clear their plates at the end of their meals are not encouraged. Therefore, children do not develop their independence and self-care skills to the maximum potential. Children exercise through a variety of fun and exciting activities. For example, they take part in action songs, developing their co-ordination and large motor skills. Children thoroughly enjoy playing outside. The area provides space for free and planned play opportunities based on the children's interests and the areas of learning. Independent access to the outdoor environment is offered throughout the play sessions and children use this well. This shows children's increasing confidence with making decisions about their own play and learning.

Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. Children learn how to recognise dangers and manage risks because they are well supported by staff. Children are very settled and happy. They arrive eager and immediately immerse themselves in play. They behave remarkably well because they are aware, through gentle reminders, of the rules and boundaries of the setting. These are, in addition, clearly displayed for children to see. For example, staff talk to children about using their 'walking feet' and 'listening ears'. Good behaviour and individual efforts are valued and praised, promoting children's confidence and self-esteem. Children play well together and share toys and equipment. If disputes occur, staff offer support to help children find a solution and work together. Consequently, children form close relationships with both adults and learn to play cooperatively with other children. They are confident and self-motivated because they feel supported and they are learning to become responsible children who understand the consequences of their actions.

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

The committed manager and staff team effectively promote the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care. Staff keep up to date with their first-aid training, so they can deal effectively with minor injuries. Risk assessments are carried out to identify any risks and ensure the environment, resources and equipment are safe by minimising these. Therefore, providing a safe and secure setting to keep children protected. Daily checks are completed prior to children using the play space, and accident records are appropriately recorded and monitored, helping to ensure that safe practice is consistently maintained. Robust recruitment and induction procedures ensure that staff are suitably qualified and

experienced and staff demonstrate a very clear understanding of their roles and responsibilities. Staff are deployed well and they provide children with good levels of supervision, indoors and outdoors. As a result, children's safety is effectively promoted.

The staff team demonstrate a secure of knowledge and understanding of the Early Years Foundation Stage. They know how to captivate children's interests and are skilful in their delivery of activities. This leads to the provision of high quality care and education, which helps children to make good progress in their learning and development. The key persons are responsible for monitoring their children's learning records. The staff team discuss together children's next steps and plans are then put into place. Consequently, the monitoring of the delivery of educational programmes ensures planning and assessments are consistent and precise. Furthermore, this helps identify any achievement gaps across different groups of children so appropriate interventions can take place. As a result, children are well supported in their learning and emotional well-being.

The setting's evaluation takes into account the views of children, parents and staff, as well as ongoing support from the local authority. Therefore, facilitating the sharing of ideas and enabling the manager to have an accurate view of the quality of the provision. Parents are highly complementary of the warm and welcoming environment describing it as, 'friendly' and 'fantastic'. Other comments include how good the communication is, how the staff keep the children engaged and how quickly children settle. This shows that partnerships with parents is strong. Effective relationships with other professionals and external agencies are established so that children's needs are supported to help them to make progress. Good links are made with schools, and reception class teachers are invited to visit the setting to get to know the children and share their learning and development records. Consequently, children are well prepared for the next stage in their learning. Staff are aware of the importance of working in partnership with specialised professionals if they care for children who have special educational needs and require further support.

### **The Childcare Register**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY474734
<b>Local authority</b>	York
<b>Inspection number</b>	955851
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Skelton Squirrels Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01904555170

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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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