

Riccall Pre-School

Riccall Cp School, Coppergate, Riccall, YORK, YO19 6PF

Inspection date	26/09/2014
Previous inspection date	04/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- The quality of the teaching is good. Staff listen to children and follow their interests, planning appropriate activities to build on individual children's learning. As a result, children make good progress.
- Warm, caring and nurturing relationships are evident between the children and the staff, who work closely with parents to share the care of the children. As a result, children are happy, behave well and become confident learners.
- Safeguarding procedures are very effective. Consequently, children's welfare is protected and children are kept safe from harm.
- Managers and staff develop good partnerships with parents. They communicate well to identify children's needs and share children's achievements effectively.

It is not yet outstanding because

- On occasions some staff do not always use a wide range of teaching strategies, such as open-ended questions, to enrich children's use of language.
- Opportunities for further extending the children's self-help skills are not always fully incorporated into their daily routines, such as at mealtimes.

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.

Inspection activities

- The inspector observed activities in the play rooms, during snack, lunchtime and during outdoor play.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider and spoke to staff and children throughout the inspection when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and discussed the pre-school's self-evaluation.
- The inspector took account of the views of parents spoken to on the day, and from questionnaires completed by parents.

Inspector

Lois Wiseman

Full report

Information about the setting

Riccall Pre-School is run by a committee. It opened in 2010 and is registered on the Early Years Register. The pre-school operates from two playrooms in a purpose-built building in the grounds of Riccall Community Primary School in Riccall, North Yorkshire. All children share access to an outdoor play area. The pre-school currently takes children from two years of age. It is open each weekday from 8am to 3pm, during term time only. The pre-school provides a breakfast club that runs from 8am until 9am. There are 39 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. Children come from a wide catchment area. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There is a staff team of 12; 11 of whom hold appropriate early years qualifications, two who have Early Years Professional status, eight at level 3 and one at level 2. One member of staff is currently undertaking training. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority. The pre-school works in partnership with a local primary school and with children's centres.

What the setting needs to do to improve further

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

- enhance the use of a wider range of teaching strategies, for example, by encouraging staff to use even more open-ended questions to enrich children's use of language and develop their vocabulary
- enhance the organisation of routines, such as at mealtimes, to incorporate opportunities to enable children to practise and develop their self-help skills even further, for example, by pouring their own drinks with appropriately filled jugs.

Inspection judgements

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

Teaching in the pre-school is good because staff have a very secure understanding and knowledge of the Early Years Foundation Stage. The skilled staff team means that they have a good understanding of how children learn and celebrate each child's uniqueness. As a result, children are well supported and make good progress in their stages of learning. The educational programmes are broad and varied, which enable the children to make progress in all areas of learning. The staff ensure that the learning environment is well organised, both indoors and outside. Consequently, children are enthusiastic to take part, learn new skills and become active learners. Children's curiosity is ignited by the range of activities available, for example, looking at insects through a magnifying glass,

using wooden blocks and guttering to help balls roll into a tray, and investigating the properties of soil in the digging pit. Staff interact well with the children, sharing stories and asking questions to help promote the children's thinking. On occasion, however, some opportune moments are missed to develop children's sustained conversations. Some staff do not always use a wide range of teaching strategies, such as open-ended questions, to enrich children's use of language.

Staff know their key children very well and have high expectations of how the children make further progress. They use knowledge from discussions with the parents to plan for the children's interests. Consequently, the children's interests are promoted and used effectively by staff when planning activities to extend the children's learning. The key-person system is well embedded and staff take the time to observe their key children closely. The effective teamwork ensures that the children's interests are noted and acted upon. This helps to provide the right stimulus for each child, according to their changing needs. Comprehensive learning journals are kept for each child containing a variety of observations and assessments, annotated photographs and purposeful next steps. This attention to detail means that the children are assessed accurately. Staff plan appropriate targets to help the children progress further. In addition, children are gaining those skills necessary for school and their future learning. Staff share the children's learning and progress with their parents whose comments are noted. As a result, parents feel positive about the pre-school and valued as equal partners in the education process of their children. Parent involvement is further enhanced by the wide range of information available to them, for example, activities at the local children's centres and suggestions about healthy packed lunches.

Children who speak English as an additional language and those with special educational needs and/or disabilities are supported effectively by the skilled staff. The managers have robust procedures in place to monitor any needs an individual child may have. As a consequence, children make good progress relative to their starting points. Staff use sign language consistently in the pre-school to ensure that all children receive appropriate support in helping to develop their speech, language and communication skills. The special educational needs coordinator liaises regularly with other staff members and other relevant professionals, to make sure that the care and development arrangements are consistent. This ensures a high quality of care and learning is given to all children.

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

Children's emotional well-being is given the highest priority within the pre-school. Warm, friendly and sensitive staff support children in forming secure attachments. As a result, children are happy, confident and behave well. Staff make the care of each individual child the strong focus of everything that they do. This means that the children's care needs are met thoroughly. Children are happy when they arrive and move excitedly into the play areas. Settling-in routines are very flexible and parents speak favourably of this process 'I'm very happy with the care that my son receives here. The staff were brilliant when he was settling in'. Consequently, children's well-being is promoted well and the input from parents is valued. Staff are consistent in their approach to positive behaviour management, for example, by using eye contact, the children's names, and verbal and

non-verbal praise. As a result, children develop good personal and social skills. Children move freely around their learning environment as the resources are easily accessible. They enjoy their independence by choosing their toys and resources to enhance their play. This means that they develop their self-confidence further. A healthy attitude to exercise is promoted because outdoor play is highly valued. Children delight in making 'delicious soup' in the mud kitchen, and they giggle as they hide behind bushes. Children learn to take safe risks as they negotiate space and height on climbing equipment. This means that children become confident and capable learners as they learn to manage risks in their play.

Staff are fully committed to the promotion of healthy living in the pre-school. Children access the toileting areas independently, and staff are sensitive when supporting the younger children in their care routines. The children are kept safe by learning about the importance of hand washing. All children are offered healthy snacks, such as, pieces of apple and pear, cheese and crackers, and water or milk to drink. On occasion, however, children are not always given the opportunity to further develop their good self-help skills at snacktimes. For example, by providing such things as smaller, appropriately filled jugs for pouring their own drinks. This focus on being healthy is extended to providing information to parents about healthy lunchboxes. As a result, this whole approach is reinforced at home and children remain healthy.

The safety and care of the children is a prime focus at the pre-school. Robust procedures are in place to keep children safe, and staff are vigilant as they allow children to explore the environment. Staff are consistent in their approach to safeguarding. Both staff and students are fully aware about the procedures for dealing with a potential safeguarding issue, as well as whistle-blowing. This means that children are kept safe from harm. Staff liaise effectively with teaching staff from the local primary school to ensure that the links for care and development are established. Parents are also involved in this process. Consequently, the children's move into school is as seamless as possible.

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

Leadership and management are good. The managers are organised, enthusiastic and take a proactive approach to managing the pre-school. They are fully aware of their responsibilities in ensuring the safe and efficient management of the pre-school. Robust safeguarding procedures and recruitment of staff help to keep the children safe. Comprehensive induction procedures mean that the policies concerning health and safety are adhered to effectively. All staff have undertaken safeguarding training, which results in them having a clear understanding of any action they would take in a potential safeguarding issue. All policies and procedures are reviewed regularly, helping to ensure practice remains safe. Thorough risk assessments are carried out on all areas used by the children, and include individual risk assessments for children with special educational needs and/or disabilities. Consequently, staff are assured in the knowledge that children can play safely.

The staff work well collaboratively to self-evaluate and implement positive changes around

the pre-school. Through weekly meetings, staff members are given many opportunities to contribute their ideas and suggest improvements to practice. Supervisions and appraisals help managers to monitor staff performance and identify areas for development. As a result, managers ensure that staff are effective in their roles and supporting children's learning appropriately. Staff and committee members share a key vision for the future. They are aware of how they wish to keep moving the pre-school forward, and contribute towards the pre-school development plan. The monitoring of staff performance, procedures and the assessment process reflects positively on practice and outcomes for children, as they are supported effectively. Professional development is a priority amongst the managers, and staff are encouraged to undertake training opportunities. Consequently, the staff make up a quality team fully committed to providing the best for the children.

Self-reflection features highly in this pre-school. Staff are encouraged to evaluate their practice according to their roles and responsibilities. The two-way partnership with parents enhances this positive approach, enabling staff to review their daily practice effectively. Parents are made to feel very welcome in the pre-school, and their warm comments demonstrate how happy they are with the level of care and education their children receive. For example, one parents comments 'The key carer is very friendly, we couldn't ask for more from a pre-school'. Good links with other professionals in the community, for example, the local children's centres, ensure that there is a consistent approach, so that children make good progress relative to their needs and abilities. Excellent links with the school on site mean that the move into the next stage of learning is as smooth as it can be.

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

Unique reference number	EY405117
Local authority	North Yorkshire
Inspection number	849940
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	39
Name of provider	Riccall Pre-School
Date of previous inspection	04/10/2010
Telephone number	01757249792

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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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