

# Bishop Monkton Pre-School

Bishop Monkton C of E Primary School, St. Johns Road, BISHOP MONKTON, Harrogate, North Yorkshire, HG3 3QW

## Inspection date

10/11/2014

Previous inspection date

14/07/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Safeguarding procedures are stringent. The management team have a clear understanding of their responsibilities to protect children from harm. Safe recruitment procedures are in place to ensure the suitability of staff and the environment is safe and secure.
- Children make good progress in their learning and development because teaching is good. Staff effectively monitor children's progress and plan purposeful learning experiences that meet individual children's needs. They use questioning effectively to help children to develop ideas and make connections.
- Children's emotional well-being is supported well. Staff are attentive to children's needs and know them well.
- Partnerships with parents and other professionals are well established. Consequently, information is shared well to support children's continuity of care and learning.

### It is not yet outstanding because

- Occasionally, during large group activities, some children are not fully able to concentrate and listen.
- There are fewer opportunities available to celebrate children's achievements further through the use of displays.

## 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 playroom and the outside area. She talked to staff and children and held a meeting with the manager and the chairperson.
- The inspector sampled a range of documentation, including evidence of staff suitability checks, children's development records and policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day.

## Inspector

Susie Prince

## Full report

### Information about the setting

Bishop Monkton Pre-School was registered in 2004 and is on the Early Years Register. It is situated in the grounds of Bishop Monkton Church of England Primary School, Harrogate, North Yorkshire. It is managed by Bishop Monkton Pre-school voluntary committee. The setting serves the local area and is accessible to all children. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications, including one with Early Years Professional status and one with Qualified Teacher Status. The setting opens Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 22 children attending who 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 participation in group activities by considering the ages and levels of concentration of the individual children in relation to the group size
- review the use of displays so that high regard is given to children's own creative work.

## Inspection judgements

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

Children make good progress in their learning and development because staff have a clear understanding of how children learn. Children's starting points are accurately identified through consultation with parents and staff observations. This means that planned activities are purposeful and meet the learning needs of the children in the group. There are highly effective procedures in place to monitor children's progress, through a computerised observation and assessment process. Staff accurately complete the progress checks for children between the ages of two and three years. Consequently, gaps in children's learning are quickly identified and addressed through suitable interventions. Parents are kept well informed of their child's progress through daily discussions, learning journals and parents' evenings.

Teaching is good because staff effectively promote children's thinking through skilful interactions. For example, children search in the outdoor area for insects, using magnifying glasses. Staff use open-ended questioning well to ask children to consider where the insects might be hiding. They point out similarities and differences in the insect they find and encourage children to refer to an insect poster to identify what they have

seen. Children develop positive attitudes to learning because they are motivated by this activity and are thoroughly absorbed in learning. The environment is planned and organised well. Children follow their own interests, develop ideas and make connections as they independently select resources from open storage units. They have unrestricted access to the well-resourced outdoor area, where they develop physical competences, look at the natural world and play imaginatively in the mud kitchen. The environment is rich in print and number, which promotes children's early literacy and numeracy skills. The walls are displayed with children's work, which celebrate their achievement and give children a sense of belonging. However, some displays are too focused on the end product, which does not always effectively celebrate the children's own creativity.

Children benefit from a broad range of activities that promote learning across all seven areas of learning. Staff enhance and extend activities through their skilful interactions. For example, staff introduce a storyline into children's play, in order to develop their imagination, as they playfully engage with children pretending to be pirates. Children are confident and display high levels of self-esteem as they make choices about their play, develop positive relationships with others and become independent learners. As a result, children gain the necessary skills needed and are prepared well for school. Staff effectively support children's language and communication development by bending down to children's level and modelling conversation. They respond well to children's questioning and extend children's learning by introducing new exciting resources. For example, staff provide children with small torches, so that they can look at how the light passes through marbles. Children participate in a large group activity at the end of the session, where they enjoy singing and rhyme activities. However, on occasions, not all children are able to fully concentrate and listen.

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

Children develop strong affectionate bonds with caring adults, who are responsive to their needs. There is an effectively facilitated key-person system in place, that ensures that staff get to know children and their families well. Settling-in sessions are arranged flexibly and tailored to children's individual needs. Parents complete All about me forms, which provide information about children's preferences, interests and care needs. Staff liaise with parents regularly and exchange information about their child which promotes continuity of care and learning. Therefore, children settle in quickly and are happy and confident.

Staff effectively promote children's good health and general well-being through well-established routines. Children benefit from daily exercise and fresh air as they play in the outdoor area or within the grounds of the adjacent school. Staff provide healthy snacks mid-session, where children develop self-help skills as they pour their own drinks and serve fruit using tongs. Staff use meal times as an opportunity to talk to children about healthy eating practices and the benefits of exercise. Hygiene is given high priority and staff remind children of the need to wash their hands after using the bathroom and before eating. Children learn safety practices well because staff spend time providing explanations of why things are dangerous, and constantly reinforce the rules of the setting. For example, children know that they cannot build towers with the real stones in the outdoor area because they will hurt them if they fall.

Children behave very well because staff are consistent in their approach to behaviour management. Staff positively reinforce the behavioural expectations through sensitive explanations and reminders. Children develop positive relationships with other children as they play together and share equipment fairly. Children learn to be independent by selecting their own resources, from the suitable range accessible to them. Staff encourage children to learn self-help skills well. For example, children dress in role-play costumes with the support of an adult, who shows them what to do without doing it for them. Children are confident and willing to try new activities because they know that staff are close by for support if needed. Therefore, children are prepared well for future moves to other settings.

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

Since the last inspection, where the setting received a notice to improve and a subsequent monitoring visit, significant improvements have been made. A new committee chairperson has been appointed. The chairperson has appointed new staff and put effective contingency plans in place to ensure that staff ratios and qualification requirements are met at all times. Effective safe recruitment procedures are in place, which means that staff are suitably checked and vetted before they are appointed. Staff are trained well in child protection. They know the typical indicators of abuse and the correct procedures to follow should they have concerns about a child in their care. The environment is maintained well and risk assessments have been carried out on all areas of the setting. Staff complete daily safety checks and security arrangements are stringent. As a result, children are well protected.

The management team have a clear understanding of their responsibilities to monitor the delivery of the educational programmes. The setting is staffed by a well-qualified and experienced team, who have a secure knowledge of how children learn and develop. This has a positive impact on the outcomes for children because activities are purposeful and meet the needs of the children who attend. Staff monitor children's progress well and effectively share children's achievements with parents. Staff are supervised well, through regular supervisions, peer observations and appraisals. This helps to identify staff training needs and further improve the quality of teaching. Staff engage regularly in team meetings, where they review and evaluate practices and procedures. They gain feedback from parents through questionnaires and receive advice from the local authority. Consequently, planned improvements are relevant and meet the needs of the children in their care.

Partnerships with parents are strong. Parents speak highly of the staff team and say that children are happy and making good progress. Parents share in children's learning experiences well, through secure access to their child's computerised learning journal. Staff provide regular up-to-date information about the activities and events taking place through newsletters and parents' evenings. Links with other settings are good. This ensures that information is effectively exchanged to provide continuity of care and learning. For example, children visit local schools regularly and staff invite new teachers to

visit children in the setting. Children are invited to attend events at the adjacent school, which means that they are familiar with the school environment.

## 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>	EY292951
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	983700
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Bishop Monkton Pre-School Committee
<b>Date of previous inspection</b>	14/07/2014
<b>Telephone number</b>	01765 677598

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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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