

Osmotherley Pre-School & Out of School Club

3 School Lane, Osmotherley, Northallerton, North Yorkshire, DL6 3BW

Inspection date	02/12/2014
Previous inspection date	15/01/2010

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		1
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

- Staff have high expectations of what children know, understand and can do. As a result, all children, including those with special educational needs and/or disabilities, progress very well in their learning and development, given their starting points.
- Children's well-being is given high priority. Children are kept extremely safe and protected as staff fully understanding their role in safeguarding children.
- The small and friendly staff team is extremely sensitive to children's emotional needs and well-being. They form strong attachments with children, helping them to become very independent and have high levels of confidence and self-esteem.
- Partnerships with parents, external agencies and other providers contribute positively to ensure that all children's individual needs are quickly identified and met.

It is not yet outstanding because

- The manager does not fully maximise the use of supervision and peer observations to provide consistent and sharply focused evaluations of staff's practice, to further enhance the good quality teaching.
- The pre-school does not extend opportunities to further enhance children's good literacy skills, for example, by extending the use of labels inside and 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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities taking place in both of the ground floor pre-school rooms and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and written comments.
- The inspector held meetings with the manager and spoke to the children and staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.

Inspector

Julie Morrison

Full report

Information about the setting

Osmotherley Pre-School and Out of School Club opened in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee-run group and operates from a semi-detached cottage in the grounds of Osmotherley Primary School in Osmotherley. Children are cared for across four rooms and have access to an enclosed outdoor play area. The setting opens from 8am until 5.30pm on Tuesdays and Wednesdays, from 8am until 12pm on Mondays and Fridays, and from 8am until 1pm on Thursdays, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 18 children on roll in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently five staff working directly with the children, all of whom have an appropriate early years qualification, including the manager, who holds Early Years Professional status. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- extend the use of supervision and peer observations so that they are consistent and sharply focused evaluations of staff's practice, in order to enhance the good quality teaching

- enhance children's good literacy skills, for example, by extending the use of labels both inside and in the outdoor area.

Inspection judgements

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

The small friendly staff team are experienced practitioners. They have high expectations of all children and demonstrate a secure level of understanding of how children learn and develop. They provide children with a wide range of stimulating activities which are based on their next steps in learning and their interests. As a result, children are enthusiastic, motivated to learn and develop the skills required for the next stage in their learning. Staff work extremely closely with parents and other professionals, where appropriate. This means that they are able to accurately assess children's prior skills, knowledge and ability on entry to the pre-school. Staff complete individual learning journal files for each child, containing assessments, observations and photographs, as evidence of their learning. These are accurately matched to the guidance document Early Years Outcomes and are tracked over time. This demonstrates the very good progress that all children, including those with special educational needs and/or disabilities, make in relation to their starting

points. The pre-school also completes and shares with parents, the progress check for children aged between two and three years. In addition, successful monitoring and assessment tools further support children's development in communication and language. For example, staff follow the Every Child a Talker programme. This is particularly effective in supporting children with special educational needs and/or disabilities and identifying early intervention and referrals to the speech and language team. Effective strategies engage parents in their children's learning in the setting. They have access to their child's learning journal and a two-way diary is used to keep them well informed of their child's progress. In addition, parents are encouraged to verbally share information about their child's learning at home or to borrow story sacks to use at home. This means that parents are fully involved in their child's learning at pre-school.

The quality of teaching is consistently good. Children's communication and language development is supported well. They are confident and talk freely with adults and other children. This is because staff use many different opportunities to model language through talking, singing and reading to children throughout the day. For example, during circle time, children are encouraged to talk to the other children about the book they have brought in. Staff skilfully combine, language, such as 'quickly, quietly and slowly', with singing. This helps all children, including those with special educational needs and/or disabilities, to develop a secure understanding of the meaning. The key persons know the children extremely well, helping them to learn and develop new skills. For example, children are supported as they choose to use scissors. Staff, sensitively teach them the skills, modelling how to use them and helping and encouraging them as they practise in a safe manner. As a result, children develop a sense of achievement and are motivated to further develop their skills. In addition, their hand-to-eye coordination is promoted well during the activity. Staff support children well to develop their early literacy skills. For example, with support they encourage children to spell out the letters of their name and reinforce this learning as they encourage them to then try to do it independently. However, the pre-school does not maximise opportunities for children to further develop their good literacy skills, for example, by providing labels inside and out for children to see and use.

The organisation of the day is flexible to meet the needs of individual children. Practitioners have a high level of awareness of children's specific needs and interests and the importance of giving children opportunities to finish their play. Consequently, children's learning is enhanced because they have time to concentrate, be engaged and extend their own thinking. Children's creativity and imagination are fostered very well in the pre-school. This is clearly evident as they turn balls and hoops into trophies for races, and use chairs to build a 'garage' for their diggers. Children have access to a wealth of recycled materials from which they can create, explore and develop their own ideas. As a result, they are developing their physical skills and learn to create and think critically. Children learn early mathematical skills as they play outside. For example, staff encourage them to identify the written numbers to park their 'cars' in the specific numbered bays. Inside, they practise their counting skills as they clap out numbers while singing favourite nursery rhymes.

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

The manager and staff team form extremely close relationships and attachments to the children in their care. As a result, children's emotional well-being is effectively fostered because there is always an adult close by, from whom they can seek comfort and help, should they need it. In turn, parents and carers feel confident and trusting as they leave their children with familiar adults. Key persons know their children very well and are highly efficient in responding to their needs, for example, they know children's favourite comforters and understand when to contact parents, to support new children as they settle in. This is because the staff work extremely closely with parents from the start to gather a wide range of information about children's interests and needs. This includes developing detailed individual care plans for children with special educational needs and/or disabilities. This means that the move from home into the setting is managed very well and children have their individual welfare needs met exceptionally well. As a result, children are extremely confident and self-assured in the pre-school. The high staff ratios enable staff to give the time and attention to those children who need it, while having a secure understanding of the importance of stepping back to let children explore independently. The pre-school is organised to create a welcoming and stimulating environment where children are highly motivated in their play. The enthusiasm of the staff manifests itself by creating a warm, friendly and homely atmosphere that children feel extremely secure in. Children develop close relationships and friendships with each other and the staff. They draw paintings of their friends and ask friends to help them to draw pictures and search for specific coloured crayons.

The staff team is extremely efficient at promoting learning about healthy lifestyles. A wide range of useful information, such as providing healthy meals, is sent home to parents. This is also reinforced through healthy snacks at the pre-school. Children gain a very good understanding of healthy options through discussion with the staff. For example, they talk about where milk comes from and how apples are good for you. All children, regardless of age, are taught to be independent at snack times. They select their own plates and use a knife independently to cut cheese. The youngest children are supported as they learn to pour their own drinks and staff model how to use the knives safely. Children demonstrate their very good understanding of keeping healthy, for example, they talk about how they must wash germs off their hands and when playing outside they comment, 'it's freezing, we need gloves', which they independently select. Staff show an excellent understanding of the importance of encouraging and supporting children to become independent and manage their own personal needs. They remind children how to put on their coats and encourage children to think about what they could do when they report they are 'stuck' while trying to put on their gloves. Children show they are active learners as they confidently remark, 'I need to start again'. Children's good health is further enhanced as the pre-school fully supports children to have free-flow access to the outdoor area.

The safety and well-being of the children are paramount within the setting as staff place them at the heart of everything they do. They teach children to have good manners, respect and look after each other as they play and take part in activities. This is evident as children offer to share resources with new children. Children gain an excellent understanding of how to keep safe, for example, staff give them gentle reminders about how to carry chairs safely and ask them to think about what might happen if they fall carrying something sharp. As a result, children learn to understand and manage risks

effectively. Children are very well prepared for the next stage in their learning. This is because the pre-school has extremely close links with the on-site school where the majority of children will attend. Children become very familiar with the school and its staff as they play in the school outdoor play area and go on visits prior to making the move to school. In addition, staff from other schools are invited to visit the children in the pre-school. Staff also take children out into the community for walks and visits to other places of interest, such as the village hall. This helps to raise their awareness and confidence in different environments.

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

Children are safeguarded because the manager and staff team demonstrate a strong commitment to creating and maintaining a high quality pre-school provision where children are safeguarded very well. All staff have had suitability checks carried out and have completed safeguarding children training. As a result, they fully understand how to respond to possible signs of abuse and are aware of procedures to take should they have a concern about a child in their care. Ongoing risk assessments and daily checks ensure that all areas of pre-school are safe and suitable for children. Effective procedures are in place regarding the administration of medication, including obtaining written consent from parents and developing individual care plans for children. Procedures for managing accidents are equally effective and staff ensure that all accidents are recorded appropriately. These effective practices combine to ensure that children are safeguarded very well.

The manager leads a well-qualified and experienced staff team who work well together. Staff feel supported by the manager and the committee and are helped to improve their knowledge and practice through discussion and attending a wide range of training. In addition, the manager is truly passionate about promoting high quality care and education for all children. The staff team meet regularly to discuss any issues concerning the pre-school or any individual children's development or well-being. However, the manager does not fully maximise the use of supervision and peer observations so that they provide consistent and sharply focused evaluations of staff's practice, in order to further enhance the good quality teaching. The manager has a good understanding of her role in monitoring the delivery of the educational programme. She regularly reviews the observation documents and staff assess children's progress as a team. This ensures that it is consistent and displays an accurate picture of all children's skills, abilities and progress.

The manager has responded positively to the recommendations raised at the previous inspection. For example, a list of all areas of the setting which are to be checked on a daily basis is in place. The pre-school has completed a comprehensive self-evaluation form which takes into account the views of parents and children through discussion. This supports the pre-school in ensuring continuous improvement. Partnerships with parents are good. The manager and her staff team demonstrate a willingness to engage with all parents and provide support to address individual circumstances. Information is shared on a daily basis regarding children's care and well-being, and staff ensure parents receive key messages regarding their children's welfare. Parents are clearly very happy with the level

of care and learning provided by the pre-school. For example, they comment that the staff are 'fantastic' and that it is clear to see how much the staff enjoy working with the children. Partnerships with local schools and external agencies and services are well embedded and make a strong contribution to meeting children's needs. The manager places high priority on promoting equality of opportunity for all children in their care. The manager and staff demonstrate a proactive attitude in establishing support from services to ensure children receive intervention as early as possible. Information received from services, such as speech and language therapy, is well used. This ensures children get the help and support they need to address their individual needs and circumstances.

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
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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	400329
Local authority	North Yorkshire
Inspection number	868856
Type of 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	Osmotherley Pre School Committee
Date of previous inspection	15/01/2010
Telephone number	01609 883138

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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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