

Firestation Pre-School (Malton and Norton)

Sheepfoot Hill, Castlegate, Malton, North Yorkshire, YO17 7EA

Inspection date	05/12/2014
Previous inspection date	18/05/2009

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

- The nursery manager regularly works alongside her staff team. This allows her to observe and evaluate their performance so that their good-quality practice helps children to make continually good progress in their learning and development.
- Effective partnerships with parents and a well-embedded key-person system help children to form secure emotional attachments. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school.
- Staff are fully aware of their responsibilities to keep children safe. They know how to deal with child-protection concerns and maintain a safe environment through risk assessments and good supervision.
- Effective self-evaluation means that the staff continually improve the good service for children and their families.

It is not yet outstanding because

- Children's independence is not as well promoted during lunchtime as it is at other times during the day.
- Staff do not fully maximise all opportunities to extend children's early writing skills.

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 viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in pre-school rooms.
- The inspector held a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Full report

Information about the setting

Firestation Pre-School (Malton and Norton) was registered in 1962 and is on the Early Years Register. It is managed by a voluntary trustee committee and is situated centrally between Malton and Norton, North Yorkshire. Children are cared for in two rooms and have access to an enclosed outdoor play area. The pre-school opens Monday to Friday during term time from 9am to 3.30pm. Children attend for a variety of sessions. There are currently 81 children on roll, all of whom are in the early years age range. The pre-school 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 and children who speak English is an additional language. There are currently eight staff working directly with the children, all of whom have an appropriate early years qualification at level 3 or above. The pre-school 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:

- increase children's independence, for example, by encouraging them to serve their own food and drinks, and to clear away after they have finished their meal
- enhance children's early writing skills, for example, by supporting children to write their own names when they have taken part in an activity.

Inspection judgements

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

The quality of teaching is good because staff know children well and how they like to learn. Staff ensure there are a wide variety of activities and resources available for children to choose from and enjoy, both indoors and outdoors. Staff ask a range of questions to further encourage children's imagination and concentration skills as they paint pictures. For example, 'Can you tell me what colour this is?' and 'Can you tell me what you are painting?'. Staff praise the children and make suggestions to help to further develop their play and cooperation. They follow children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. For example, some children are interested in mini-beasts, which leads to staff suggesting they go searching for worms and snails in the outdoor environment. This promotes children's understanding of the world as they explore the environment and discuss the types of creatures that they might find. Consequently, all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress overall. Staff complete regular observations and assessments on the children to recognise their achievements and identify their next steps

in learning. Systems are in place for tracking the children's progress, which ensures that gaps in their learning are identified and addressed quickly. The pre-school completes a progress check for children between the age of two and three years and shares this with parents and other relevant professionals with permission. This further involves parents in their child's learning and development. Information is shared with parents through regular progress reports and parents' evenings, which keep them well informed of their children's development.

Children show good levels of confidence and are comfortable within their surroundings as they are cared for in age-appropriate rooms. Children have access to a comprehensive range of stimulating resources, which are easily accessible to enable them to make independent choices within their play. Younger children are provided with a wide selection of natural and sensory materials, which promotes their curiosity and interest in the world around them. Children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities. However, children's early writing skills are not fully encouraged as on occasions staff miss opportunities to support older children to write their own names. Staff make good use of challenging questioning to encourage children to be active learners who think critically. They encourage the use of colour and number through everyday activities. For example, staff support children to recognise the colours gold and silver as they make Christmas tree decorations. Children show good control and coordination as they move confidently in the outdoor area and handle equipment and resources effectively. For example, children enjoy riding bikes and driving toy cars around the outdoor area and are provided with a range of physical apparatus.

Staff work closely with parents and appropriate professionals to ensure that strategies which best support children's needs are shared at home and in the pre-school. Therefore, children with special educational needs and/or disabilities and those who speak English as an additional language also make good progress, relative to their starting points. Staff have developed good relationships with local primary schools, which ensures they work in partnership and share relevant information to support children with their future moves.

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

The environment is warm, friendly and welcoming, which effectively supports children's all-round development and emotional well-being. Children's own work and photographs are displayed around the pre-school, to ensure they have a sense of belonging and feel self-assured. 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. Children form good relationships with caring staff in this friendly setting. This is because an effective key-person system is in place and staff take the time to get to know the children well. Children are well supported with their move between the pre-school rooms and on to the next stage in their learning at school, which ensures they are emotionally prepared for change. Parents spoken to at the time of inspection comment that staff are very friendly and communication is good.

Children enjoy choosing their own resources. They are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities. Parents provide children's lunch and the children sit together in groups and talk with their peers, which teaches them how to behave in social situations. However, opportunities for children to further their independence by serving themselves and helping to clear away at the end of their lunchtime meal are not encouraged. Therefore, children do not develop their independence and self-care skills to the maximum potential. Children's good health is effectively promoted as they have daily opportunities for outdoor play, exercise and fresh air. In addition, children are offered healthy snacks, such as fresh vegetables, and fresh drinking water is readily available. Children learn about healthy practice, as they are reminded to wash hands at appropriate times. Children who are in nappies are changed discreetly and most children learn to address their own personal needs independently.

Staff are deployed well and provide clear guidance for children about what is acceptable behaviour. They act as good role models, promoting the use of good manners and reminding children to share and take turns during their play. Consequently, children form close relationships with adults and learn to play cooperatively with other children. Children are provided with constant praise and encouragement, which enhances their self-esteem and ensures they feel respected. As a result, children are actively encouraged to develop effective personal, social and emotional skills. Staff complete daily checks and immediate action is taken to minimise any identified hazards. Children are learning about taking risks and keeping themselves safe as staff remind them of the importance of the rules of the setting, for example, not running indoors.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. All staff have attended relevant training to ensure that they understand how to keep children safe from harm. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. Recruitment systems are strong and help to ensure staff suitability. All staff are appropriately vetted to work with children and receive a thorough induction so that they are aware of the expectations of the setting. Policies and procedures are continually updated to take into account any changes. Staff-to-child ratios are appropriately maintained at all times and staff are deployed effectively to ensure children's needs are met. The manager has completed a detailed self-evaluation that identifies strengths and weaknesses of the pre-school. Staff, parents and children contribute to the self-evaluation system, which enables the manager to have an accurate view of the quality of the provision. Consequently, the pre-school's capacity for continuous improvement is good.

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. The management team use effective monitoring systems to evaluate the educational programmes and ensure children are progressing well in all seven areas of learning. This also enables staff to support children with special educational needs and/or

disabilities to meet their individual requirements. Staff have regular supervisions and this gives opportunities for the manager to quickly address any concerns and to provide appropriate support. The manager regularly observes staff performance. As a result, the quality of teaching and children's learning is continually checked. This ensures the educational programme provides a broad range of learning experiences and that children benefit from the activities on offer.

Partnerships with parents and others are strong. Parents are provided with clear written information about the pre-school and its practices. They are encouraged to speak to their key persons each day, to discuss their children's experiences. More formal opportunities are provided for them to view their children's progress reports and to help to establish their next steps in learning, for example, parents' evenings. Parents speak with confidence about their child's personal development and how staff take time to share information and keep them updated. Children who speak English as an additional language and children with special educational needs and/or disabilities are particularly well supported. Effective partnerships with other professionals who provide care and learning are well established. This ensures a very good level of support to help children to make the best progress that they can, given their starting points.

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	400255
Local authority	North Yorkshire
Inspection number	868841
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	81
Name of provider	Firestation Pre-School (Malton & Norton) Committee
Date of previous inspection	18/05/2009
Telephone number	01653 694768

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

