

# Appleton Wiske Pre-School

Front Street, Appleton Wiske, NORTHALLERTON, North Yorkshire, DL6 2AA

<b>Inspection date</b>	12/12/2014
Previous inspection date	25/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 quality of the teaching is good. Staff listen to children and provide them with challenging and stimulating activities to build on their interests and individual learning. As a result, children make good progress relative to their starting points.
- Staff are skilled at supporting children with special educational needs and/or disabilities, helping them to make good progress relative to their individual needs.
- Staff have a thorough understanding of their safeguarding responsibilities and a high level of health and safety is maintained. Consequently, children feel safe and secure and are protected effectively.
- Staff develop good, strong partnerships with parents and external agencies. They communicate well to identify children's needs and share children's achievements effectively.

### It is not yet outstanding because

- Staff do not fully maximise opportunities for younger children to access resources to complement their individual learning styles consistently when exploring their surroundings.
- Staff do not always extend the development of children's early writing skills consistently because there are fewer resources with which to make marks in the outdoor learning 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 in the playroom, during snacktime and during outdoor play.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager 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 the suitability and the qualifications of staff working with children, and discussed the pre-school's self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Lois Wiseman

## Full report

### Information about the setting

Appleton Wiske Pre-School registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee. The pre-school serves the immediate locality and the surrounding areas. It operates from one main room in the annex of the village hall in Appleton Wiske, North Yorkshire. Children share access to an outdoor play area. The pre-school currently takes children from two years of age. The pre-school is open each weekday, from 9am to 12noon on Mondays, and from 8.30am to 12noon all other days, during term time. There are 17 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There is a staff team of three. Of these, two staff hold appropriate early years qualifications at level 3. The pre-school is a member of the Pre-school Learning Alliance, receives support from the local authority and works in partnership with a local children's centre.

### What the setting needs to do to improve further

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

- offer an even wider range of resources, such as, water, lentils, pasta and beans, to complement younger children's individual learning styles consistently as they explore their surroundings
- enhance further the opportunities for children to make marks and develop their early writing in the outdoor environment, in order to build on their already good literacy skills.

## Inspection judgements

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

The quality of the teaching is good as staff meet children's individual needs and interests effectively. Staff work in a professional way and are fully committed to helping children to learn and develop to their full potential. Staff know children very well, and offer them a motivating and nurturing experience. They have a clear focus and understanding of the Early Years Foundation Stage. Consequently, children make good progress in their learning. There is an effective balance between child-led and adult-led activities and experiences, both indoors and outdoors. Children's curiosity is ignited by the range of activities available, for example, they use glue and glitter to create stars, develop spatial awareness while climbing a ladder, and count objects using a computer program. This means that children have many opportunities for independent play and learning. Staff

have a deep understanding of how children learn and they plan activities and events that interest and motivate them. They have a gentle and reassuring manner when they interact with children. As a result, children are enthusiastic to take part, eager to learn new skills and therefore, become active learners. Record keeping and assessment are thorough. Staff gather valuable information from the parents when children start and keep comprehensive details about those with special educational needs and/or disabilities. Knowing about their likes, dislikes, care routines and current interests enable staff to plan challenging activities that meet children's individual needs. Staff complete careful observations of children during their play, and update the learning journals on a regular basis, monitoring their progress against guidance documents. Staff share information about children's learning and progress with parents, noting any comments received. Consequently, the parents feel respected, valued and fully engaged in their children's learning. Staff interact well with children, sharing stories and asking questions during activities to help promote their thinking.

Staff become fully involved in children's play and provide effective support as they explore this homely, child-friendly learning environment. Staff encourage children to explore, have a go and try out new things. As a result, children learn about the world through sensory play. Staff talk about what they are doing when interacting with the younger children, particularly when their responses are limited. They ask questions, for example, 'Is it sticking now?' and 'Do you think we might need some glue just here?' As a result, children's communication skills and language development are supported well. Staff work with children in a calm and very positive way, keeping them engaged and involved in their learning. For example, children enjoy playing with sand in the garden. They delight in making a farm for their animals, and giggle as they push dolls in a pushchair. Consequently, children make good progress in all areas of learning. The environment is well resourced, although there are fewer implements with which to make marks in the outdoor environment. This means that staff do not always extend the development of children's early writing skills consistently.

Relationships with parents are strong and valued. Staff talk to the parents on a daily basis, sharing information about their children's care routines and significant learning experiences. Parent involvement is further enhanced by the wide range of information available to them. As a result, parents feel that their contributions are valued and that they are active and equal partners in the care and education of their children. Staff support children's school readiness by encouraging the development of self-help skills and by getting the children to talk about their activities and by sharing stories.

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

Staff ensure that children's emotional well-being is given a high priority. Caring, friendly and sensitive staff support children well in forming superior attachments. This means that children are happy, self-assured and display positive behaviour. Staff make the care of each individual child the strong focus of everything that they do. Consequently, children's individual care needs are met very effectively. Children give warm and genuine smiles

when they arrive and move eagerly into the play areas. Settling-in routines are very flexible and tailored around individual children's needs, enabling both adults and children to forge strong relationships. Parents appreciate this process, for example, they state, 'I'm delighted with the care that my child receives here. The staff are very approachable and were brilliant when they were settling in'. As a result, children's well-being is promoted well and professional relationships between staff and parents develop well. Staff are consistent in their approach to positive behaviour management, for example, by using eye contact, children's names, verbal and non-verbal praise, and by speaking clearly. Consequently, children behave well and develop a high level of personal and social skills. Children enjoy their independence and explore their learning environment with ease, as the resources are easily accessible. For example, older children work together to transport bricks in a trailer as they play outside. Younger children enjoy the feel of water running against their hands while cleaning off glue from their fingers. Although children's learning styles are noted, staff do not always ensure that complementary resources are available at all times, to enhance the children's learning even further.

Staff promote a positive attitude to exercise and healthy living. Children learn to take safe risks as they negotiate space and height on climbing equipment. As a result, children become confident and capable learners as they learn to manage risks in their play. Children enjoy playing outdoors; they chatter as they organise how to build a tower of bricks and giggle as they stand and balance carefully on the edge of a tyre. Children access the toileting areas independently and staff are sensitive when supporting the younger children in their care routines. Staff reinforce the importance of hand washing and remind children to 'wash off all the germs'. This means that children are kept safe and develop their self-help skills even further. Snack times are managed well by skilled staff, who interact with children and promote valuable learning opportunities. Staff offer children healthy food, such as, plain biscuits, cheese, pieces of apple and orange, as well as milk or water to drink. Consequently, children learn the value of maintaining a healthy lifestyle.

The safety and care of the children is a prime focus. Effective procedures are in place to keep the children safe and staff are extremely vigilant as they allow children to explore the environment. For example, they remind children to come away from the end of the slide once they are down and tell them to avoid using the wooden pirate ship, as the decking is wet and very slippery. Staff have a consistent approach to safeguarding. They are fully aware about the procedures for dealing with a potential safeguarding issue, as well as whistle blowing. As a result, children are protected and kept safe from harm. Staff liaise well with the local school, whose reception class teacher visits the children on a regular basis throughout the year. This ensures that the links for the children's care and development are well established and children are fully supported in their move into school. Staff liaise with parents during this crucial and sensitive period. Consequently, the children's move on to the next stage of learning is as smooth as it can be.

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

Leadership and management are good. Staff have a very effective understanding of the requirements of the Early Years Foundation Stage and are dedicated in their approach to providing a high quality service. The skilful staff have a good working knowledge of safeguarding and child protection procedures. They are clear about recognising the signs and symptoms of abuse and know what action to take if they have a concern about a child or have a complaint made against any staff member. As a result, children are safeguarded while in their care. Efficient recruitment and induction procedures mean that the policies concerning health and safety are adhered to effectively. Children take part in emergency evacuations and staff complete daily health and safety checks, supporting children's ongoing safety and well-being. Consequently, staff are assured in the knowledge that children can play safely.

Staff work well together as a team to reflect on their provision and implement positive changes around the pre-school. Through regular meetings, staff are given numerous opportunities to contribute their ideas and suggest improvements to practice. Informal supervisions and formal appraisals help managers to monitor staff performance and identify areas for development. This ensures that staff are effective in their roles and can support children's learning appropriately. Staff have collaborated with children and parents to develop a vision statement and are aware of how they wish to keep moving the pre-school forward, particularly in developing the outdoor area even further. The monitoring of staff practice, procedures and the assessment process reflects positively on practice and outcomes for children, as they are supported effectively. Professional development is important and staff are encouraged to undertake training opportunities, particularly to support them in their roles and responsibilities. As a result, children have more opportunities to make good progress according to their relative starting points.

Staff have excellent working relationships with parents and carers. They give verbal feedback on a daily basis, sharing relevant information about their children's progress and achievements. This two-way partnership with parents is encouraged and staff pay attention to parents' suggestions of how to make improvements. Parents talk about how they feel welcome and their warm and appreciative comments demonstrate how happy they are with the level of care and education their children receive. For example, 'My child's progress has been amazing' and 'My child has turned a corner ever since they have been here'. Staff have worked with the school, toddler group and childminder in the locality to form an alliance, wishing to promote the interests of young children. Further strong links have been made with other professionals in the community, for example, the local children's centre, to ensure that there is a consistent approach. Consequently, children make good progress relative to their needs and abilities. Positive links with the local school mean that the move on to the next stage of learning is as seamless as possible.

### **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
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>	400327
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868855
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Appleton Wiske Pre School Committee
<b>Date of previous inspection</b>	25/05/2010
<b>Telephone number</b>	07875665625

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

