

# White Rabbit Pre School

La Basse Road, Baden Powell Estate, Catterick Garrison, North Yorkshire, DL9 3BH



## Inspection date

21 January 2015

## Previous inspection date

3 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The educational programmes provide a broad range of experiences that help children to make good progress towards the early learning goals. This, combined with the good quality of teaching, accurate monitoring and a secure understanding of the areas of learning means that children make good progress.
- The key-person system is very well established and fosters very good partnerships with parents. Therefore, children form secure attachments and their well-being and independence are further promoted.
- Good monitoring by managers ensures that planning and assessment are consistent and precise, enabling appropriate interventions to be sought for children, when needed, to close any emerging gaps in their learning.
- Safeguarding procedures are good. Staff effectively support children's understanding of how to keep themselves safe.

### It is not yet outstanding because:

- Children's awareness of numbers is not fully explored during everyday activities, in order to further extend their mathematical development.
- Partnerships with other settings are not fully established, so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support they receive.

## What the setting needs to do to improve further

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

- enhance the learning environment to include more opportunities for children to access, see and make use of numbers and build on their mathematical skills through every day activities
- build on existing partnerships with other early years settings children attend in order to further support and complement children's learning and development.

## Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

## Inspector

Eileen Grimes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make good progress, as they are well supported by staff who have a good knowledge and understanding of their individual needs and learning styles. Children with English as an additional language and with special educational needs and/or disabilities are well supported, as activities are planned to children's individual interests. Children are well prepared for transitions between rooms and for school. Children's language and communication skills are promoted very well. Staff are skilled at using techniques to encourage children to think and reason. They capture children's interest in pre-reading and books through an interactive story time where all children are engaged. However, opportunities for children to develop their mathematical skills are not always fully maximised in everyday activities. Within the baby room staff ensure that children have the opportunity to develop sensory skills, as they explore and experiment with a wealth of musical and natural resources.

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

Children are forming secure relationships with staff throughout the pre-school and as a result, children are confident and self-assured. Well established care routines, throughout the day, provide children with the opportunity to develop an understanding of how to stay safe, and the organisation of snack and lunchtimes provides children with the opportunity to understand the importance of healthy diets. The pre-school operates with an ethos of respect and understanding for each other, and this results in children's behaviour being positive and self-regulated. Very good relationships have been established with parents as they are kept informed about every aspect of their child's care and education and are fully engaged in all aspects of pre-school life. Parents who are working overseas are kept informed as the staff send weekly updates with photographs attached of their child's life at the pre-school. However, relationships with childminders are in their infancy and there is scope to extend these by sharing information about children's learning to promote joint working.

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

The management have a good understanding of the requirements of the Early Years Foundation Stage. They are proactive in ensuring that children are kept safe. There are rigorous procedures in place to ensure the safety of the premises and suitability of staff. All practice is underpinned by a wealth of detailed policies and procedures. They have a good understanding of their role and responsibilities. Through the detailed and thorough systems in place for performance management the manager is able to monitor the quality of teaching and how this impacts on children's progress. The staff team reflect on their practice and identify any areas for improvement and organise training opportunities. They monitor whether any changes made are successful in improving the provision for children and contribute significantly to their capacity for continuous improvement.

## Setting details

<b>Unique reference number</b>	503584
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	869203
<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>	96
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Catterick Garrison Pre-School Group Committee
<b>Date of previous inspection</b>	3 February 2010
<b>Telephone number</b>	01748 832961

White Rabbit Pre-School was registered in 1992, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two buildings and there is an enclosed area available for outdoor play. The pre-school is open each weekday, from 9am until 3pm during term time. The pre-school receives funding for the provision of free early education for children aged two-, three- and four-years-old. In total, a team of 12 staff work at the pre-school. All hold relevant qualifications, at level 3. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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