

Scriven Park Pre School

Meadowside Cp School, Halfpenny Lane, KNARESBOROUGH, North Yorkshire, HG5 0SL



Inspection date

22 April 2015

Previous inspection date

26 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Skilful staff meet children's individual needs well, ensuring every child makes good progress. Consequently, children are prepared well for their next stage in learning.
- Staff provide a range of effective opportunities to support children's physical development. Children enjoy playing in the well-resourced outside area for the majority of the session.
- The manager monitors all planning and next steps in children's learning very effectively to ensure it is accurate and all children are making good progress. This enables staff to adapt activities to improve children's learning experiences at pre-school.
- Partnerships with parents are strong because staff work very closely with them to identify and promote children's individual learning needs. Staff share information and give parents ideas of how they can extend children's learning at home.
- The manager and staff are enthusiastic and have high expectations of themselves. The well-qualified staff regularly access training, which has a positive impact on children's learning and care. This is because staff use the knowledge that they gain to adapt their practice.

It is not yet outstanding because:

- Staff do not always maximise opportunities to model appropriate language and to ask questions that further challenge children's thinking.

What the setting needs to do to improve further

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

- enhance teaching by modelling appropriate language and challenge thinking, by using more effective questions with children.

Inspection activities

- The inspector had a tour of the premises and observed activities indoors and outdoors.
- The inspector met with the manager, carried out a joint observation, and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of the suitability of staff working in the pre-school and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Inspection findings

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

Staff successfully use a range of good-teaching skills to engage children in their learning, skilfully weaving children's individual next steps in learning into children's spontaneous play. For example, children notice a cardboard box and ask can they use it. This leads to children spending considerable time, mixing paints and painting the box. Staff support their play by asking them about how to make certain colours and they learn about sharing as they stir the paint together. Outdoors, children examine small bugs and worms as they dig in the soil. Through staffs skilful questioning, they decide that they are digging to Australia. However, in their enthusiasm to teach children, staff occasionally do not ask questions that enable the children to think of their own ideas in response. Staff continually talk to children during activities to extend their vocabulary. However, on occasions they miss opportunities to repeat what children say to support children in learning the correct pronunciation.

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

Children's individual needs are met extremely well throughout their time at pre-school. They are supported well by their individual key person and children develop their confidence and self-esteem, which supports their emotional well-being. Children behave well and staff use appropriate positive strategies to support them should any difficulties arise. A cafe style snack is provided each day where children can decide when they would like a snack. Their independence skills are promoted as they choose from a selection of, and prepare, some foods, such as spreading butter on crackers. This helps them learn how to use tools safely. Staff take children for visits to the reception class and join in with playtimes to help children become familiar with the school and teachers. This helps children to prepare for their move on to school. Learning diaries are shared with other settings that children attend. This promotes continuity in children's learning and development.

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

The committee works closely with the manager to make sure that the welfare and learning and development requirements are met. Staff have a good understanding of how to manage any concerns they may have about a child or member of staff. This means children are protected from harm. There are effective arrangements for the safe recruitment and supervision of staff. The manager carries out annual appraisals with staff and works alongside them so that she can monitor their ongoing suitability. This gives the manager and staff the opportunity to discuss staff's progress and to set targets for further improvement. The staff team are dedicated and demonstrate their commitment to improvement. They monitor the quality of the pre-school through regular self-evaluation and consult with parents for their views. Staff have effective partnerships with other professionals, such as health specialists, to promote children's learning and development. This means that all children's individual needs are met well.

Setting details

Unique reference number	EY430564
Local authority	North Yorkshire
Inspection number	853113
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	44
Name of provider	Scriven Park Pre-School
Date of previous inspection	26 January 2012
Telephone number	07947 179371

Scriven Park Pre School was originally registered 32 years ago, and registered as a limited company in 2011. The pre-school employs five members of childcare staff. All staff hold an appropriate early years qualification at level 3 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm, Monday to Thursday and from 9am until 12 noon on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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