

# Sutton on the Forest Preschool and Toddlers



Grey Village Hall, Main Street, Sutton-on-the-Forest, York, North Yorkshire, YO61 1DP

**Inspection date** 20 May 2015  
Previous inspection date 17 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders do not monitor and evaluate practice sufficiently to understand the impact that teaching is having on children's learning. This means that weaknesses in teaching are not identified and addressed, and the quality of teaching in the pre-school is variable, particularly during adult-led group activities.
- Staff do not use assessment information well enough to identify gaps in learning for groups of children, so any weaknesses can be addressed.
- Leaders and staff have not identified areas where the pre-school can improve the learning environment it provides, children's access to resources and its overall practice.

### It has the following strengths

- Children are happy, settled and confident in the pre-school. They learn together in a group and also independently. This is because an effective key-person system is in place where relationships between children, parents and practitioners are strong, providing an understanding of each child's needs and supporting their emotional development.
- The outdoor environment provides interesting and challenging opportunities for children to play, explore and learn independently. This engages the children and provides them with opportunities to develop across all areas of learning.
- Children are kept as safe as possible because the members of the team understand their roles and responsibilities with regard to child protection and promoting healthy choices.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- identify and address any weaknesses in teaching and improve the quality of teaching overall, to ensure that adult interventions are consistently focused, robust and targeted in order to promote good progress for children across all areas of learning
- use information about the assessment and progress of groups of children to identify any gaps or areas for development in their learning and to form robust, focused plans for teaching programmes and for the organisation of teaching spaces and resources.

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

- improve self-evaluation to identify any weaknesses in teaching practice and in the environment provided, and form robust, clear plans for their improvement
- improve opportunities for learning by reviewing and improving adult-led group activities, to ensure these are meaningful learning experiences for all children.

## Inspection activities

- The inspector observed adult-led and child-led play indoors and outdoors.
- The inspector spoke to members of staff during the session and held meetings with the manager and the nominated person.
- The inspector carried out a joint observation with the manager.
- The views of parents were considered on the day of the inspection.
- The inspector looked at children's records, planning records, staff records, policies and procedures and a range of other documentation.

## Inspector

Katharine Jones

## Inspection findings

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

Children have a broad range of activities to access themselves, across all areas of learning. The children appear happy and settled in the pre-school, and when outdoors they choose to access resources for themselves which challenge their own thinking, for example, children transport heavy logs by using a wheelbarrow. However, on occasion, the adults interrupt this learning to introduce activities which are less engaging and not adjusted to meet individual children's needs. For example, children learn about measure with a wall chart but opportunities for them to measure themselves and to write their own names on the chart are missed. The staff observe children and assess their development termly. They have appropriate systems in place to identify and monitor individual children's progress and the required checks between the ages of two and three are carried out. However, this information is not analysed sufficiently to guide practice and planning for groups of children and to monitor the effectiveness of the way the rooms and resources are used, resulting in a less effective indoor space and missed opportunities.

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

Children are happy and settled in the pre-school. A good key-person system is in place, showing strong relationships with the children and their parents and a good understanding of the children's individual emotional needs. Children have a good understanding of what is expected of them and, as a result, behaviour is well managed and children are safe. For example, children independently serve themselves for snack from a range of healthy choices. Cooperation is promoted between the children through independent play in the outdoor environment. Staff ensure that children's moves between different stages of learning are managed well, for example, between the pre-school and other settings. This supports the children to be emotionally ready for the next stage of their learning. Staff knowledge of safeguarding procedures is sound.

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

Leaders have a reasonable understanding of their responsibilities in ensuring that children's health, safety and well-being are monitored and promoted, supported by policies and procedures. However, the monitoring and management of teaching and learning are not yet rigorous enough to highlight weaknesses in practice. For example, it does not identify the improvements required to enable teaching in the indoor space to support and enhance learning for groups of children. The team meets on a regular basis to discuss children's progress and plan for the following week and annual appraisals are carried out with staff. However, this is not sufficiently robust in identifying weaknesses in teaching and its impact on elements of learning. Recommendations from the previous Ofsted inspection have not been fully carried out; as a result, opportunities to support children's learning are missed.

## Setting details

<b>Unique reference number</b>	400379
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868870
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Sutton on the Forest Playgroup Committee
<b>Date of previous inspection</b>	17 June 2010
<b>Telephone number</b>	01347811741

Sutton on the Forest Preschool and Toddlers was registered in 1992. The setting employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The nursery opens during term time only. Sessions are from 9am until 1pm on Mondays, Wednesdays and Fridays, and from 9am until 4pm on Tuesdays and Thursdays. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

