

Scruton Preschool inc

Headstart



Scruton Pre School, Station Lane, Morton on Swale, NORTHALLERTON, North Yorkshire, DL7 9QR

Inspection date	3 March 2016
Previous inspection date	26 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- At the time of the inspection, the provider had not ensured that the required suitability checks were carried out on all members of the committee.
- While staff complete regular assessments of children's progress, they do not always plan quickly enough for children's next steps, to support them to make rapid progress in their learning and development.
- The majority of areas of learning are promoted well, however, there are fewer opportunities provided to support children's understanding of technology.

It has the following strengths

- Children's personal, social and emotional development is supported well by staff. Children understand the behaviour expected of them. They respect staff and their friends. Children demonstrate good manners and positive social skills.
- Most staff are qualified and all staff are good teachers. They gather information about children's capabilities and continuously assess their progress. All children make expected progress and are motivated, enthusiastic learners.
- Parents speak very highly of the friendly and welcoming staff. Staff and parents have strong relationships. Parents are fully involved in the setting and contribute to improvements made.

What the setting needs to do to improve further

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

Due Date

- implement an effective system to check the suitability of members of the committee, by obtaining an enhanced Disclosure and Barring Service check for each person and supplying the required information to Ofsted in a timely manner. 31/03/2016

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

- plan next steps in learning for children more promptly to support them to make even better progress in their development
- develop more opportunities for children to use information and communication technology and promote their understanding of the world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and chairperson. She looked at relevant documentation, such as the setting's self-evaluation document, policies, procedures, children's development records and evidence of the suitability of staff and committee members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff understand how to report any concerns they have about children's welfare and are vigilant when caring for them. However, at the time of the inspection not all of the new committee had a Disclosure and Barring Service check. However, those with direct responsibility for the running of the pre-school and all staff have undergone the required checks to ensure their suitability. Staff are well supported by the manager and work well as a team. Their training needs are identified through meetings and observing their teaching practice. All staff attend training courses and regularly meet with other childcare professionals, which supports their individual professional development. The staff team constantly communicates with each other regarding children's progress. The manager monitors and oversees children's development. All staff have a clear vision to improve outcomes for children further.

Quality of teaching, learning and assessment is good

Staff know their key children very well and the quality of teaching is consistently of a high standard. Staff plan for children's individual needs and constantly assess their progress to ensure any gaps in their learning are quickly closed. Staff gather information from parents about their child's learning and use this well when planning. They keep parents well informed about their child's progress. Staff listen well to children as they share their interests, and incorporate these into activities. However, children's next steps in learning are not always quickly identified to support them to make better than good progress. Staff support children's communication skills very well. Children are confident talking in groups and express their ideas well. Children enjoy their learning and staff have high expectations of all children. Activities are well planned and resources are accessible. However, there are limited resources to support children's understanding of technology and how this works.

Personal development, behaviour and welfare require improvement

Staff are kind and caring and they ensure children feel valued and welcome. Children freely choose to play indoors or outdoors. They are developing good hygiene routines and exercise daily, learning about the importance of leading healthy lives. Children's individual care needs are managed well. Staff know families and their backgrounds. They ensure time is taken each day to communicate with parents about their child's time in the setting and share information.

Outcomes for children are good

All children are well prepared for school and their future learning. Children engage in activities and are independent learners. They play cooperatively with others, sharing and taking turns. Children are confident communicators, listen well and demonstrate good concentration spans. All children make good progress from their starting points.

Setting details

Unique reference number	EY311885
Local authority	North Yorkshire
Inspection number	862082
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	21
Name of provider	Scruton Pre-School Incorporating Headstart Committee
Date of previous inspection	26 March 2012
Telephone number	07710 708 118

Scruton Pre-School inc Headstart was registered in 2005. The setting employs three members of childcare staff. Of these, the manager holds appropriate early years qualifications at level 3 and one member of staff has a level 2 qualification. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 12pm and on Tuesday a lunch club runs from 12pm until 1pm. The setting provides funded early education for two-, three- and four-year-old children.

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