

Sutton on the Forest Preschool



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

Inspection date	10 May 2016
Previous inspection date	20 May 2015

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

Summary of key findings for parents

This provision is good

- The chair of the committee is extremely committed to her role. Together with the supervisor, they have developed a range of strategies to improve both the management of the setting and the quality of their teaching. These are now good overall.
- The whole team highly value the opportunities they now receive to regularly review and reflect on their practice and children's progress to secure improvements. They are whole heartedly committed to improving even further.
- Partnerships with parents are a significant strength of the setting. Staff ensure they know their families extremely well. They take time to communicate with them about their child's care, learning, development and life at home. This helps ensure children's safety, welfare and good progress.
- Transition arrangements with the village school are exceptional. Staff accompany children on weekly visits during the two terms before they start school. This ensures the children are extremely well prepared and settle in quickly.

It is not yet outstanding because:

- Staff are not always provided with highly challenging targets and guidance to help them improve the quality of their teaching to an outstanding level.
- Occasionally leaders do not ensure staff are always effectively deployed to areas where children would benefit most from their support, to maximise their learning opportunities.

What the setting needs to do to improve further

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

- ensure performance management arrangements support all staff to further improve their practice, to secure outstanding teaching and learning
- ensure staff are always effectively deployed to maximise children's learning opportunities.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the chair of the committee and leaders of the provision.
- The inspector carried out a joint observation with the supervisor.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher HMI

Inspection findings

Effectiveness of the leadership and management is good

Staff have appraisals and meetings to support their performance management. In addition leaders carefully monitor the teams' progress against agreed improvement targets for the whole setting. Additional staff have been appointed to ensure the team has good opportunities to access training, critique one another's work and share best practice by visiting and meeting with other settings. Staff value the additional professional challenge and support they now receive and this has helped to secure the required improvements. Safeguarding is effective. Safe recruitment practices are followed when new staff are employed. All staff receive good support and training to ensure they understand their roles and responsibilities to promote children's safety and welfare.

Quality of teaching, learning and assessment is good

Leaders monitor the quality of the checks staff make on children's progress to ensure they are accurate and any gaps in their learning are identified and swiftly addressed. Staff also regularly review the environment to ensure it meets the current needs and interests of the children and motivates their learning. Consequently, staff are rightly focussing on supporting children's mathematical development and communication, language, reading and writing skills. Overall, staff use effective dialogue and questioning, and well planned activities, to support children's all round development. Leaders and staff work well with other professionals and parents to secure any additional support children may require. Parents value the ideas staff provide to help them support their child's learning at home.

Personal development, behaviour and welfare are good

Children's behaviour is managed well and staff work closely with parents to ensure a consistent approach. Staff use lots of praise and encouragement which children respond well to. Children seek out adults to share their achievements and efforts and when in need of comfort and support. Children confidently move freely between the indoors and outdoors to access the resources and activities of their choosing. They enjoy helping prepare food and competently serve themselves at snack time. They are developing friendships and show consideration for one another as they seek out and share toys and equipment with their friends. Carefully chosen resources, activities and outings help children to learn about their local community and people different to themselves.

Outcomes for children are good

Children actively engage in a good range of carefully planned, exciting activities, particularly outdoors. They enjoy preparing meals in the mud kitchen, take turns to hold and observe a beetle and safely challenge themselves when climbing and balancing on the large apparatus. Opportunities for children to write, practice and develop their mathematical skills, sing songs and listen to stories are abundant. Children are learning to be independent, take turns and listen to each other. On their visits to the local school, older children are learning how to get themselves ready, walk to school safely and become familiar with their new environment, teachers and other children. Children are making good progress and are well prepared for school as a result.

Setting details

Unique reference number	400379
Local authority	North Yorkshire
Inspection number	1031716
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Sutton on the Forest Preschool Committee
Date of previous inspection	20 May 2015
Telephone number	01347 811741

Sutton on the Forest Preschool and Toddlers was registered in 1992. The setting employs five members of childcare staff; three of whom hold appropriate early years qualifications at level 3 and the supervisor holds a level 5. The nursery opens during term time only. Sessions are from 9am until 1pm on Mondays and Fridays, and from 9am until 4pm on Tuesdays, Wednesdays and Thursdays. The nursery provides funded early education for two-, three- and four-year-old children.

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