

Shipton Pre-School and Toddlers



Shipton Community Centre, Main Street, Shipton-By-Beningbrough, North Yorkshire, YO30 1AB

Inspection date 23 January 2017
Previous inspection date 10 October 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:

- The provider has not ensured that all suitability checks for committee members have been completed and that all required information has been sent to Ofsted in a timely manner. In addition, all of the required information about staff's Disclosure and Barring Service checks has not been recorded.
- The recruitment procedures do not ensure that all relevant information is gathered about potential new staff.
- Children are not provided with a wide range of opportunities to develop and explore their senses.

It has the following strengths

- Children are developing good personal and social skills. Staff support them to understand how other people feel and take control of their own feelings. Children have high levels of self-esteem and their emotional well-being is fostered by staff.
- All children are making good progress in their learning and development. Staff know each child very well and plan for their individual needs and interests. Children engage in activities and are motivated to learn.
- The manager has a clear vision for the setting and shares this with staff. Development plans are devised and targets are set to help to drive continuous improvement.

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 for checking the suitability of members of the committee and supplying the required information to Ofsted in a timely manner	30/01/2017
■ ensure the details of who obtained the Disclosure and Barring Service checks for staff and adults working on the premises are recorded	30/01/2017
■ improve recruitment procedures to ensure that all relevant information is gathered about potential new staff.	06/02/2017

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

- increase the range of opportunities given to children to develop and explore their senses.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number 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. The staff work well together and understand their responsibility to protect children from harm. They know the signs and symptoms of abuse and who to report any concerns to. Staff ensure the premises are safe and secure. There are clear recruitment procedures in place. However, gaps in staff's employment history are not always explored and the required details about Disclosure and Barring Service checks are not fully recorded once completed. In addition, when new members join the committee, checks on their suitability are not completed promptly. Although these are breaches of requirements, the impact on children is minimal. This is because people who are not vetted are never left with children unsupervised and all staff working directly with children have a Disclosure and Barring Service check. In addition, references are sought for each new employee. Staff are committed to improving the setting. They attend regular training courses and cascade their new knowledge to colleagues and parents to improve outcomes for children. The manager holds regular supervision meetings with staff to identify their training needs and discuss their key children. She monitors each child's progress closely.

Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge well. They consistently demonstrate good quality teaching. Staff move around the room and outdoors to support children's play and learning. Staff encourage children to solve problems and think of solutions. For example, children work out which items are attracted to a magnet and those that are not. Staff constantly challenge children and ensure resources and activities reflect their interests. They encourage children to choose whether to play indoors or outdoors, allowing them space to move and explore. Children independently choose resources and activities. They are observed by staff continually and their learning is individually planned for. All children's learning is regularly assessed and any emerging gaps are promptly closed. Assessments are thorough, accurate and shared with parents.

Personal development, behaviour and welfare require improvement

Due to the weaknesses in leadership and management, the promotion of children's welfare requires improvement. Nevertheless, staff meet children's individual needs and get to know them and their families well. They share information with parents daily and discuss children's well-being. Children behave very well and understand the behaviour expected of them. They are kind and considerate towards each other. Children engage in conversation at social times, such as lunch and snack time. They are given nutritious snacks and staff inform parents about healthy packed lunches. Furthermore, children have regular exercise and develop an understanding of the effect of exercise on their body.

Outcomes for children are good

Children are developing a good attitude to learning. They are confident and listen well to instructions. Children participate in group activities, taking turns and listening well. They have formed good friendships with their peers. Children are developing skills to support them in their next stage of learning and school.

Setting details

Unique reference number	400335
Local authority	North Yorkshire
Inspection number	1059591
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	17
Name of registered person	Shipton Pre-School and Toddlers
Registered person unique reference number	RP518624
Date of previous inspection	10 October 2012
Telephone number	07546571089

Shipton Pre-School and Toddlers was registered in 1993. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The setting opens on Monday, Wednesday, Thursday and Friday, during term time only. Sessions are from 9.15am until 3.15pm on Monday, Wednesday and Friday, and 9.15am until 1.15pm on Thursday. The setting provides funded early education for two-, three- and four-year-old children.

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