

# Scruton Preschool, inc Headstart



Station Lane, Morton on Swale, Northallerton, North Yorkshire, DL7 9QR

**Inspection date** 24 January 2017  
Previous inspection date 3 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 well-established staff team meet regularly to review their practice, check children's progress and discuss areas for improvement. Responsibilities are shared so all take an active role in securing best practice and promoting children's safety and welfare.
- Children are keen to join in with activities in this rich, challenging learning environment. They show high levels of curiosity, imagination and concentration. Confident in their own abilities, they are keen to share their knowledge and ideas through conversations.
- Parents benefit from strong partnerships with all staff. They are consulted on all aspects of their child's care and learning. Many parents also take part in opportunities to be involved in their child's learning, for example by volunteering to help out during sessions.
- Children are learning to be kind and considerate, responding to the emotions of others. Older children offer to look after younger ones, helping to rebuild a tower of dice which has been knocked down.

### It is not yet outstanding because:

- Staff do not make the best use of available data and information to inform their self-evaluation. As a result, action plans are not sufficiently focussed on what staff know needs to improve in order to further improve outcomes for children.
- Formal observations to assess the quality of teaching are relatively new. Time is needed to ensure these are used regularly in order to improve the quality and impact of teaching further.

## What the setting needs to do to improve further

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

- embed systems for supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further.
- ensure self-evaluation is more focused by using available data to both identify on-going areas for development, as well as to monitor the resulting outcomes for children.

### Inspection activities

- The inspector observed activities in the playroom as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the 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, procedures, self-evaluation and improvement planning documents.

### Inspector

Jayne Utting HMI

## Inspection findings

### **Effectiveness of the leadership and management is good**

Arrangements for safeguarding are effective. Children are continually supervised because staff deployment is addressed well both in the playroom and outside. Staff are aware of their responsibilities to protect children from harm. They ensure risk assessments are sufficient and that the preschool is safe for children. The use of available data as part of the self-evaluation process, requires some further refinement in order to improve practice at a faster rate. In particular, information about the progress of children across different areas of the curriculum is not used to inform on-going planning or to monitor impact. Suitable arrangements for supervision and checking on staff performance are in place. However, the implementation of formal observations needs time to embed in order to improve the quality and impact of teaching even further.

### **Quality of teaching, learning and assessment is good**

Staff work closely as a team. They know all of the children well, but are particularly aware of the learning needs of their key children. Staff observe children as they play in order to determine what stage they are at in their development. They use this information well in order to plan a range of activities that excite, motivate and interest children. Children are encouraged to be active learners, with a great emphasis placed on children having opportunities to explore and investigate the world around them. A small group of children enjoy exploring which materials in the playroom are attracted to the magnet. Their conversational skills are strengthened as staff encourage them to talk about what they are doing. In a creative activity, staff skilfully extend the learning further, by asking questions about the children's pictures and relating this to their topic on weather.

### **Personal development, behaviour and welfare are good**

Staff have created a very warm, nurturing setting. Children confidently enter the nursery and are quick to settle and start playing. The impact of the setting's focus on the social and emotional development of children is evident. Children are kind to one another, and many are forming friendships ahead of their move to school. Children are encouraged to play outside and are learning that fresh air and exercise can be fun. Much time and thought has gone into ensuring the outdoor environment promotes learning for boys, with a strong focus on encouraging their emerging writing skills; to good effect. Children move on into school with confidence. This is because staff have good links with school and take effective steps to ensure children are well prepared for this change.

### **Outcomes for children are good**

All children progress well in their learning. Where children are performing above the level expected for their age, appropriate challenge is given to extend their learning further. For example, children are asked to annotate their pictures with labels in order to develop their emerging writing skills further. Any gaps in achievement are also identified swiftly. For example, additional small group mathematics activities have ensured that some children have made accelerated progress in this aspect of their learning. The creation of a wall display based on a favourite book has also sparked children's imaginations and encouraged a renewed enjoyment of books and reading.

## Setting details

<b>Unique reference number</b>	EY311885
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1074341
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Scruton Pre-School Incorporating Headstart Committee
<b>Registered person unique reference number</b>	RP905920
<b>Date of previous inspection</b>	3 March 2016
<b>Telephone number</b>	07710 708118

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, one member of staff holds qualified teacher status and another a level 2 qualification. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 12pm. On Tuesday and Thursday 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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