

# Scriven Park Pre School

Meadowside Cp School, Halfpenny Lane, KNARESBOROUGH, North  
Yorkshire HG5 0SL



<b>Inspection date</b>	13 November 2018
Previous inspection date	20 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision is good

- The manager and staff have worked hard to address the weaknesses found at the last inspection. They have worked with local authority advisers to review and evaluate the overall quality of the provision. This has led to sustained, ongoing improvement in children's welfare and the quality of teaching and provision for children.
- Parents receive ongoing information about their children's learning and development. Staff provide a range of activities to help parents continue to support children's learning at home.
- Staff take a delight in helping children to learn and they plan well to ensure every child receives the support they need. They know what children enjoy and motivate them with enthusiasm and good interaction.
- Children are happy and receive the individual care and attention that they need to help them feel secure. Their efforts and achievements are acknowledged with plenty of praise and encouragement and they are nurtured with lots of warmth and kindness.
- Children behave well. Staff are positive role models for children and help them to follow the rules and boundaries in the pre-school. They praise the children for their achievements. This helps to promote children's confidence and self-esteem.

### It is not yet outstanding because:

- Although staff undertake professional development opportunities, systems for monitoring performance to support their ongoing development are still evolving.
- The monitoring of different groups of children is not embedded. This means that staff are not fully aware of any variances in the progress different groups of children are making.

## What the setting needs to do to improve further

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

- sharpen the focus on monitoring staff practice to help raise the quality of teaching and learning further and support professional development
- reflect more precisely on the progress of different groups of children so that any variances are promptly identified and addressed.

### 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. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff throughout the inspection.

#### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are trained in child protection and wider safeguarding issues and they know the procedure to follow if they have a concern. Staff maintain a safe and secure environment and are vigilant about the safety and well-being of the children. There are effective systems in place to ensure staff working with children undergo vetting checks and to assess their ongoing suitability. Staff meet regularly as a team to plan and share new ideas. The manager and staff track the progress of individual children to identify any gaps in learning, which are quickly addressed. The capacity to continually improve is good. An effective process of self-evaluation is in place which considers the views of staff, parents and children.

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

Staff carry out regular observations of children during play and use these to identify their interests and what they need to learn next. Staff support children's imagination and language and communication skills well, particularly their enjoyment of books. For example, children retell familiar stories, identifying key roles and familiar text, and confidently identify the different characters within the story. Staff listen to what children say. They ask open-ended questions and give children time to think and formulate their reply before responding. Staff skilfully incorporate numbers, counting, shape and size into everyday activities and promote children's early mathematical skills extremely well.

### Personal development, behaviour and welfare are good

Staff are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being. Children know what to expect during sessions because staff give clear boundaries and follow familiar routines. Staff offer praise and encouragement throughout activities and help children to develop their self-esteem and confidence. Good transition arrangements and visits to local schools mean that children are well prepared for their next stage of learning. Children learn about hygiene practices and enjoy nutritious snacks. All children benefit from daily opportunities to play and explore in the outdoor area, providing opportunities for them to be physically active.

### Outcomes for children are good

All children make good progress. They grow in confidence as they make independent choices about where and what they want to play with. Children thoroughly enjoy story time as they listen intently, join in with staff and recall the story endings. They can express themselves and ask questions to find out more. Early writing skills are emerging as children make marks and begin to write their own name. Older children are able to recognise and link letters and sounds. Children are learning to care for themselves. They help themselves to a drink when thirsty and put on boots to go outdoors. All children are developing the skills they need in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY430564
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10079688
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Scriven Park Pre-School
<b>Registered person unique reference number</b>	RP530802
<b>Date of previous inspection</b>	20 June 2018
<b>Telephone number</b>	01423 313 138

Scriven Park Pre School registered in 2011. The setting employs three members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The setting opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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