

Sutton on the Forest Preschool

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



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| Inspection date | 11 April 2019 |
| Previous inspection date | 10 May 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Teaching is consistently good. Staff have a thorough understanding of children's interests and use this knowledge to enhance their play. Children make particularly good progress in their mathematical and communication skills.
- Staff have developed strong partnerships with schools and share children's assessment information to help promote continuity. Children are exceptionally well prepared for starting school and develop the necessary skills from an early age.
- Children have formed strong bonds with their key person and the staff team. Staff are very responsive to children's individual needs and work hard to help them feel safe, secure and valued. This has a positive impact on children's emotional well-being and they develop confidence in new situations.
- Staff have worked extremely hard to provide support to children with special educational needs and/or disabilities (SEND) and their families. They have developed exceptional partnership working with children's parents and other agencies involved.
- The manager uses her knowledge and strong leadership skills to support the staff team effectively. She has high expectations of them and encourages them to develop their skills in new roles. Staff work very closely together and are passionate about their work.
- Staff concentrate their teaching on areas of learning children already excel in, such as their mathematical skills. This does not help to promote rapid progress for children in other areas, which they show less interest in.
- The manager and staff team are currently considering further ways to enhance the different learning environments for children so they are highly motivated and consistently stimulated.

What the setting needs to do to improve further

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

- focus teaching more sharply during experiences where children show less interest, to help them make rapid progress in every area of their learning
- continue to reflect on ways to enhance the indoor environment so children who choose to learn indoors are equally as motivated and engrossed as those who choose to learn outdoors.

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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector viewed written feedback from parents, spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The manager and provider have a robust knowledge of the requirements of the early years foundation stage. They regularly review and share policies to ensure that staff and parents are aware of the correct procedures for the pre-school. For example, the manager has recently enhanced the risk assessment and policy for allergies. Safeguarding is effective. The lead staff member for child protection has a robust knowledge of the Local Safeguarding Children Board procedures and discusses wider safeguarding issues with the staff team. The manager encourages staff to engage in professional development. For example, staff have recently enhanced their understanding of how to promote children's mathematical skills. Children make rapid progress in this area of their learning. The manager monitors children's progress and uses supervisory sessions with staff to support them to reflect on this. The manager encourages staff to take an active part in evaluating the pre-school, to help her drive forward with continual improvements.

Quality of teaching, learning and assessment is good

Children enjoy a range of activities and experiences which help them to make good progress. Young children play imaginatively with small world toys and staff encourage them to develop language skills and describe the furniture items. Older children show confidence in their emerging writing skills as they explore the garden for bugs and make their own lists on the clipboards. Staff use the information they gather from parents to help complete progress assessments and plan activities, which are based on children's interests. In addition, children with SEND have individual learning plans which are sharp, precise and help them to minimise the gaps in their learning. Parents are very pleased with the progress that their children make and feel staff have had a huge impact on this.

Personal development, behaviour and welfare are outstanding

Staff go above and beyond expectations to get to know children and learn about their home lives. They are highly responsive and nurturing towards children and reach out to their families to support them to feel involved and included. This has an extremely positive impact on partnership working and staff actively promote inclusion. Children's behaviour is exceptional. They are kind, respectful and well mannered. Staff use highly effective praise to help children understand the things they have done well and children delight in celebrating their skills. Young children have high levels of independence and safety awareness. They carefully chop fruit and follow boundaries without support. Staff help children develop a love of the outdoors and teach them about the world around them. Children take an active part in gardening projects and develop their physical skills in the highly stimulating outdoor area.

Outcomes for children are good

Overall, children make good progress in relation to their starting points. Children with SEND benefit from highly effective support plans and make very good progress in their communication development and social skills. Older children are confident to express their ideas and show readiness to start school.

Setting details

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| Unique reference number | 400379 |
| Local authority | North Yorkshire |
| Inspection number | 10072880 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 21 |
| Name of registered person | Sutton on the Forest Preschool Committee |
| Registered person unique reference number | RP903143 |
| Date of previous inspection | 10 May 2016 |
| Telephone number | 01347811741 |

Sutton on the Forest Preschool registered in 1992. The setting employs five members of childcare staff; four of whom hold appropriate early years qualifications at a minimum of level 3 and the manager holds a level 5. The pre-school opens during term time only. Sessions are from 8.30am to 4pm on Monday to Thursday and 8.30am to 1pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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