

Inspection of Catterick Village Pre-School

Catterick Village Pre-school, Mowbray Road, Catterick, RICHMOND, North Yorkshire
DL10 7LB

Inspection date: 21 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in this highly inclusive pre-school environment. They arrive happy and receive a warm welcome from the caring staff. Children form strong bonds with staff and enjoy the sensitive interactions they share. Staff are kind and nurturing. This helps children to feel safe, secure and valued.

Children are enthusiastic and ready to learn. The manager creates a calm and productive environment that is well organised. Children have designated areas to explore and experience different elements of their learning. They enjoy the rich and varied activities on offer and make good progress in their learning and development. For example, children use a tape measure to measure the length of staff, visitors and their friends. They talk about who is 'taller' and 'shorter'.

Children behave exceptionally well. They consistently show positive attitudes to their learning and play. Staff frequently praise children and celebrate their achievements. This helps to build children's self-esteem and well-being. Children show positive behaviours and respond well to staff's gentle guidance. They have a strong understanding of the expectations and rules of the setting and follow daily routines well. For example, they stand quietly and listen when staff shake a tambourine and explain what is happening next.

What does the early years setting do well and what does it need to do better?

- Children with special educational needs and/or disabilities (SEND) are supported extremely well. The special educational needs and/or disabilities coordinator works together effectively with parents and staff to ensure that children with SEND receive targeted support. This helps children to make progress and prepare for when they leave the pre-school and move on to school.
- Children have regular opportunities to access the outdoor area, where they enjoy highly enriching learning experiences. For example, children delight as they engage in imaginary play. They use play cones, zebra crossings and roadblocks to work together and build a road. Staff extend learning and speak to the children about road safety.
- Overall, children's learning environment is well designed and offers them a wealth of experiences to choose from. However, at times, children are distracted due to what is going on in the environment around them. For example, during small-group activities indoors, the noise levels are not always given full consideration. This means that on occasion, children are distracted and unable to listen and respond to staff.
- Staff feel well supported and enjoy working at the pre-school. The manager has a good knowledge of staff's practice and is aware of their strengths and weaknesses. She provides staff with regular opportunities for professional

development. For example, some staff have recently completed a behaviour training course. They share this knowledge with other staff members to improve practice throughout the pre-school.

- Staff provide opportunities for children to develop their language skills. Children enjoy a language-rich environment, where staff answer their questions with enthusiasm and sing and read with them throughout the day. All children make good progress with their communication and language.
- Staff promote healthy lifestyles. Children enjoy healthy snacks such as fruit, which is freshly prepared at the pre-school. They wash and dry their own hands, and sit at the table until they have finished eating. However, the manager acknowledges that there is more to be done. For example, staff could work even more closely with parents to support their children's understanding of making healthy choices when they bring a packed lunch from home.
- Parent partnerships are strong. Parents have nothing but praise for the service and support they receive from staff. They are kept well informed about their child's development through an online app and detailed handovers each day. Staff ensure that parents know their opinions matter and encourage their feedback.
- There is a very strong partnership with the local school. The manager places a high priority on providing opportunities for children to experience school life as they become ready to move on. For example, children have regular visits to the school and teachers visit the setting to discuss children's progress. This means that children leave for school with confidence and self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very good knowledge of safeguarding and child protection issues. The environment is safe and secure and risk assessments are effective in minimising risks to children at the setting. Staff attend regular safeguarding training and understand the possible indicators of abuse. They know the procedures to follow should they have any concerns about a child or if an allegation is made against a colleague. Managers ensure that staff have clear policies to follow if they have concerns about their colleagues' practice. Staff closely supervise children to promote their welfare.

What does the setting need to do to improve?

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

- consider ways to reduce the distractions during indoor group times so that children can concentrate and learning is maximised
- enhance partnerships with parents further to help children gain a greater understanding of factors that support their good health.

Setting details

Unique reference number	400260
Local authority	North Yorkshire
Inspection number	10280696
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	23
Name of registered person	Catterick Village Pre-School Committee
Registered person unique reference number	RP518682
Telephone number	01748 812518
Date of previous inspection	28 September 2017

Information about this early years setting

Catterick Village Pre-School registered in 1992 and is located in Catterick Village. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The pre-school is open Monday to Friday, from 8.45am to 2.45pm, during school term times only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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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