

Inspection of Scriven Park Pre School

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

Inspection date:

20 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily to pre-school. They are greeted by warm, friendly staff and separate from their parents with ease. Children hang up their coats and pass their lunch boxes to staff. Children explore the activities and resources available. They enjoy time in the outdoor area. Children test their physical skills as they climb up to a platform before whizzing down the slide. They are keen to show their skills as they pedal wheeled vehicles around the path.

Staff provide a very nurturing environment, where children's care and well-being are given priority. Staff encourage children to respect and listen to each other as they play. Staff provide a curriculum that is varied and plan activities that link to children's interests. However, during spontaneous play staff do not consistently provide sufficient challenge to children to fully engage them and extend their learning. As a result, children do not make the best possible progress.

Staff carry out risk assessments to help provide a safe place for children to play and learn. Staff are able to recognise risks to children during play. For example, they remind children not to climb on the furniture as they might fall and hurt themselves. However, during the inspection, there was some broken equipment in the outdoor area. When this was identified staff took immediate action, removed the hazard, and discussed how ongoing procedures would improve.

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

- There has been a change to the manager of the pre-school in the last year. The new manager has a clear vision and plans for the continuous improvement of the setting. These plans are starting to have an impact, meaning that staff morale is high, and staff feel valued. However, supervision of staff, including the manager, is not targeted enough to support ongoing professional development. Additionally, coaching of staff is not yet effective to support them to consistently promote good quality education.
- Staff know children well. They monitor children and complete observations and assessments of their progress. Staff identify when children may need some extra help to support their development. The manager and staff have good links with other professionals. This means that children with special educational needs and/or disabilities (SEND) receive good care, support, and development opportunities.
- Parents say they are happy with how the caring staff help their children to settle at pre-school. They love the nurturing environment, and the close relationships staff have with their children. Staff provide online information to parents about children's learning. The manager assigns each child a key person, however, in this small setting she ensures that staff know the children and their families.

This means that when key staff are not present, children are still confident and their individual needs met.

- Staff support children to be healthy and independent. Children wash their hands before snack and lunchtime. Staff support children to pour milk or water from a jug. Children learn about healthy options as they talk to staff as they eat. They also talk about oral hygiene and the importance of healthy teeth and gums. Staff have provided each child with oral hygiene products.
- Children love nature and learning about the natural world. They spend extended periods of time hunting for worms and bugs. They are thrilled as they see a butterfly and tell their friends to come and have a look. Staff skilfully include mathematical concepts into children's play. Children decide which worm is longest and shortest and they count the spots on the back of a ladybird. However, children's early writing skills are not as successfully promoted. This is because there is less availability and access to mark-making resources.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable safeguarding knowledge. They are aware of their responsibilities to keep children safe. Staff provide good supervision to children and there are clear procedures for the safe use of mobile phones. Staff know the signs that may indicate a child is at risk of abuse or harm and how to record and report concerns. They understand the action they need to take if they have concerns about the suitability of a colleague. All staff have been through a robust recruitment process. Staff hold appropriate childcare qualifications, first-aid certificates and have the necessary Disclosure and Barring Service checks.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all areas of the pre-school are regularly checked and are safe	10/08/2023
implement more effective systems for supervision and coaching of all staff, including the management team, to support ongoing professional development.	10/08/2023

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

- enhance the quality of teaching, so that staff's interactions consistently respond to the spontaneous opportunities that arise during children's play to challenge their thinking and learning
- extend opportunities for children to access a range of mark-making resources to support their early writing skills.

Setting details

Unique reference number	EY430564
Local authority	North Yorkshire
Inspection number	10303339
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	22
Name of registered person	Scriven Park Pre-School
Registered person unique reference number	RP530802
Telephone number	01423 313 138
Date of previous inspection	13 November 2018

Information about this early years setting

Scriven Park Pre School registered in 2011. The setting employs six members of childcare staff, all of whom hold an appropriate early years qualification at level 2 and above. The setting opens from Monday to Thursday, during term time only. Sessions are from 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Dobson

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023