

Inspection of Osmotherley Pre-School & Out of School Club

3 School Lane, Osmotherley, Northallerton, North Yorkshire DL6 3BW

Inspection date: 12 September 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and eager to be at the pre-school. They are greeted by kind, nurturing, caring staff. Children are happy and feel secure in the presence of the familiar staff team. Staff know the children very well. They are quick to provide warm reassurance to children who need more support to leave their parents and settle into the pre-school. However, leaders do not ensure that there is always a member of staff with a current first-aid certificate present when children are on site. This is a breach of the requirements of the early years foundation stage. Despite this, staff are able to demonstrate what they would do in the event of an emergency situation.

Children sit closely with staff and share their favourite stories. Staff encourage children to predict parts of the story. This helps to extend their vocabulary and learn how to think critically. Children are very well behaved. Staff support them to be kind to one another and use good manners. For instance, young children hand out plates to their friends and children respond with 'thank you' without prompting.

Staff support children to develop healthy lifestyles. Children enjoy regular outdoor play, where they develop their physical skills. For instance, staff encourage children to run around the outdoor area and identify shapes and colours. Children squeal with delight as they jump into the green triangle. Children enjoy weekly forest school sessions, which they call 'welly Wednesdays'. This gives them the opportunity to explore woodlands and learn about the natural environment. Staff encourage children to stretch and balance as they take part in regular yoga sessions. This helps to develop children's large muscle and coordination skills.

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

- The manager does not receive effective supervision meetings from the committee. This means that she is not always provided with support and guidance to carry out her role effectively.
- Although the manager is supporting new staff, the induction programme is not yet fully embedded. This means that new staff are not always aware of their roles and responsibilities.
- The manager and staff team have designed a curriculum that has a clear intent for what they want children to learn. Staff's teaching skills are good. They are very knowledgeable and understand individual children's learning needs. They gather vital information from parents about children's abilities. Staff use their own observations of children to plan experiences and activities that help build on children's prior learning. However, occasionally, staff do not reshape activities to challenge children so they learn as much as possible from them.
- Staff know the importance of supporting children's communication and language

development. They engage in meaningful conversations and introduce new vocabulary. For instance, staff talk to children about the inside of their fruit. Children learn new words such as 'segment', 'pith', and 'nectarine'. This helps to extend children's vocabulary.

- Staff promote good hygiene practices consistently. They teach children how to keep themselves healthy. For example, staff support children to wash their hands while singing a song. Children discuss with staff the importance of keeping germs away. This helps children to develop a good understanding of keeping healthy.
- The manager makes sure they seek timely support from relevant professionals, such as speech and language teams and local authority advisers. Staff work effectively with other settings children attend, including future schools. Transitions are carefully thought out and support children's emotional development. This helps children to prepare for their future stages of learning.
- Children's independence skills are well supported. They are encouraged to set the table for snack and peel and slice their own fruit. Children learn to put on their own coats and fasten them. They select their own activities and resources. This means that children are developing their independence and self-care skills.
- Parents are very happy with the service the pre-school provides. They feel well involved in their children's learning and discuss how they regularly receive their child's 'learning book', which gives them ideas of activities to carry out at home. Parents comment that staff are 'very friendly and approachable'.
- Children show friendly relationships towards others. Older children help younger children dress their dolls, and are patient, waiting their turn to dress up in role-play costumes. Children play together well, and often invite staff into their play. They hold hands and count together as they play 'What time is it Mr Wolf?'. Children relish being chased around the outdoor area and giggle as they are caught by their friends. Staff have a positive approach to supporting children's behaviour. Children receive lots of praise and encouragement. This helps to develop children social skills and confidence.
- The manager is a good support for her staff team. They receive regular supervision meetings and have weekly team meetings. The manager works alongside the staff team and is confident in observing practice and is able to identify areas to further improve teaching. However, the manager recognises that all staff have not had enough professional development opportunities to maintain the quality of teaching to the highest possible level.

Safeguarding

The arrangements for safeguarding are effective.

On the day of inspection, there were no staff present with a current first-aid certificate. That said, staff are still able to discuss what they would do in the event of an accident or emergency situation. The manager and staff show that they understand their child protection responsibilities. They know a range of signs and symptoms that show a child may be at risk of abuse or neglect. Staff know the steps to take if they have concerns about a child's welfare. They are aware of the

procedure to follow if they have concerns about the practice of other adults working in the nursery. The committee ensures the suitability of staff and adults who could come into contact with children. Appropriate recruitment procedures are in place.

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 there is at least one member of staff, that holds a current paediatric first-aid certificate on the premises when children are present	10/10/2023
provide appropriate arrangements for the supervision of the manager, to support her to carry out the responsibilities of the role	10/10/2023
ensure that all new staff receive a thorough induction to help them understand their roles and responsibilities.	10/10/2023

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

- improve opportunities for staff to access appropriate training to raise the quality of their teaching to an even higher level
- support staff to fine tune their teaching skills, so they are able to reshape activities in response to children's learning needs.

Setting details

Unique reference number	400329
Local authority	North Yorkshire
Inspection number	10288972
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	24
Number of children on roll	15
Name of registered person	Osmotherley Pre School Committee
Registered person unique reference number	RP518673
Telephone number	01609 883138
Date of previous inspection	8 November 2017

Information about this early years setting

Osmotherley Pre-School and Out of School Club opened in 1992 and is located in the grounds of Osmotherley Primary School in Osmotherley. The setting opens from 8am until 5.30pm on Tuesday, Wednesday and Thursday, and from 8am until 12pm on Mondays and Fridays, term time only. There are currently four staff working directly with the children, three of whom have appropriate early years qualifications, including the manager who holds early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Campbell

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, deputy manager and inspector carried out a learning walk. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with children, parents and staff during the inspection.
- The inspector looked at various policies and documents, including those related to the suitability and qualifications of staff.

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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