

Inspection of Osmotherley Pre-School & Out of School Club

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

Inspection date: 3 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

The quality of education in this pre-school is exceptional. The tightly focused and highly ambitious curriculum reflects the needs of the community that children live in and supports every child to thrive. Staff have loving and affectionate relationships with the children they care for. This helps children to feel safe and relaxed, which in turn supports them to develop high levels of confidence.

Staff encourage children to become independent and curious learners. They provide a wealth of opportunities for children to pursue their own interests, inside and outside. For instance, children immerse themselves in the creative opportunities which staff present in the 'curiosity cabin', where they encourage children to repurpose recycled and natural items. Children practise their fine motor skills as they carefully select items of interest to glue onto a collage. On nature walks, referred to as 'Welly Wednesdays', children delight in the freedom of the outdoors, where staff encourage them to refine their observational skills and develop their knowledge of the natural world.

Staff have very high expectations of children's behaviour. They have a key focus on helping children to learn self-regulation skills. Children are keen to learn and are highly engaged. They practise their social skills, such as when chattering animatedly with their friends upon discovering an unusual fungus and an interestingly coloured pine cone. Children are excited to share these treasures with staff, who share in their joy and enthusiasm for their surroundings.

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

- The curriculum is very carefully planned in order to support the needs of all children. For instance, leaders have identified that self-regulation is an area in which children need greater support. They have implemented highly effective strategies. For example, children learn to use breathing techniques and yoga to aid with relaxation. As a result, children are calm and focused and are able to fully engage in all the learning opportunities that the pre-school provides.
- Staff find learning opportunities within every interaction they have with children. These means that they constantly extend and challenge children's development. The quality of education is exceptional. For instance, through a carefully planned mathematics activity, children develop their understanding of a wide range of mathematical concepts.
- The pre-school is proactive in responding to feedback. For instance, following feedback from the linked primary school, staff have implemented a wide range of strategies to improve children's fine motor skills. This has been highly effective and children have mastered skills such as using scissors to cut. This gives children greater preparation for pencil control and writing skills when they

move on to Reception class.

- The pre-school also takes parental feedback onboard. Following requests for greater support for children's learning at home, staff have developed story sacks, which children can take home and enjoy with their families. This encouragement of shared reading is particularly beneficial in further boosting children's speech and language skills.
- The quality of spoken language in the pre-school is highly aspirational. Staff use phrases such as 'weaving a silk chrysalis' and 'metamorphosis' when observing the pre-school's caterpillars at carpet time. Children are fascinated and listen attentively before repeating these words themselves.
- Staff use ongoing assessment very productively. For instance, they have responded to an identified need for greater speech and language support, with a particular focus on the most vulnerable children who require this support the most. Among many strategies, they use sign language, alongside spoken words, to support children's range of vocabulary and confidence in speaking. Children learn a repertoire of familiar songs and rhymes and confidently sign these as they sing.
- Children are highly independent. They make great attempts at dressing themselves for the outdoors in wetsuits and concentrate to get their boots on the right feet. They practise wiping their own noses and express their needs to staff, who are quick to respond.
- Staff teach children how to stay safe on outings. They follow the road safety routines and understand that electric vehicles are quiet, which means they need to look out for them with greater care. Children are kind and considerate to others, pointing out plants, such as holly and nettles, which might be harmful.
- Leaders are extremely driven. They are passionate about undertaking continuous professional development and the impact of this is evident in the high-quality teaching and learning in place across the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	400329
Local authority	North Yorkshire
Inspection number	10315989
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 11
Total number of places	24
Number of children on roll	19
Name of registered person	Osmotherley Pre School Committee
Registered person unique reference number	RP518673
Telephone number	01609 883138
Date of previous inspection	12 September 2023

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 pre-school opens during term time, from 8am until 5.30pm on Tuesday, Wednesday and Thursday, and from 8am until midday on Monday and Friday. There are currently four staff working directly with the children, three of whom have appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection
- 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 on children's learning.
- The inspector carried out a joint observation of a mathematics activity with the manager.
- Parents and grandparents shared their views of the pre-school with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with the manager and deputy about the leadership and management of the pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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