

Catterick Village Pre-School

Inspection report for early years provision

Unique reference number	400260
Inspection date	03/12/2008
Inspector	Andrew Clark
Setting address	The School Field, Mowbray Road, Catterick Village, North Yorkshire, DL10 7LH
Telephone number	07944 643220
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Catterick Village Pre-School is run by a voluntary committee. It opened in 1992 and operates from a portable classroom in Michael Sydall Primary School in Catterick. A maximum of 22 children aged two to five years may attend the setting at any one time. There are currently 25 children on roll of which 20 are in receipt of funding for nursery education. The nursery is open each weekday from 08.45 to 11.45 during school term. In addition, children can attend a lunch club from 11.45 to 12.45. The pre-school is registered on the Early Years Register.

There are four members of staff. One member of staff is NVQ level 4, one NVQ level 3 and others NVQ level 2 in appropriate childcare qualifications. The pre-school receives support from the local authority.

Overall effectiveness of the early years provision

All aspects of the children's welfare and development are promoted successfully because of staff's good knowledge of the children's needs and progress. Children are kept safe and secure in a comfortable and stimulating setting. The pre-school supports children of all abilities well and is fully inclusive. Regular self-evaluation, reflecting the views of staff and parents, drives the Catterick Pre-School towards continuous good improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities children have to work and play outside and continue to develop resources to fully reflect provision for all areas of learning
- improve the ease with which parents can access important information, such as policies and procedures, while they are in the pre-school.

The leadership and management of the early years provision

The manager and her staff know the strengths of the pre-school and areas for improvement well because they undertake regular self-evaluation and staff appraisal. The self-evaluation draws fully on the views of staff and parents and reflects the requirements of the Early Years Foundation Stage (EYFS) provision. They are a very experienced and committed team who take good advantage of training opportunities through the local authority. There have been good improvements since the last inspection, although the pre-school has identified the need to extend outdoor provision further.

Links with parents are good through comprehensive procedures to welcome new children and regular information on progress, including termly written reports and open days. Policies and procedures are available to parents in the entrance area,

but are displayed amongst general information in a small area which does not make them easily accessible. There are regular links with the school and smooth transition arrangements.

Procedures to keep children safe and promote their welfare are good. There is robust record keeping and registration procedures are effective. Procedures to check all staff and volunteers are safe to work with children are rigorous. Staff are well trained in maintaining children's welfare and protecting them from harm. The recommendations of the last inspection have been met in full. The Child Protection Policy fully meets requirements and there is a good range of healthy snacks available. Children with learning difficulties or with a disability are well supported.

The quality and standards of the early years provision

Children make good progress in all areas of learning because of staff's good planning and knowledge of children's needs. Resources and displays are bright and stimulating so children are curious and eager to handle them. For example, they love playing in the 'Ice Palace' with shimmering dressing up clothes and silver and gold headwear. Children's independence and self-reliance are promoted well. Most activities are planned so that they are involved in decision-making and expressing an opinion. For instance, children find their own name card at the start of the session and place it on a display of flowers representing how happy or sad they feel. They choose what activity they will start with, telling their key worker and at the end of the session they discuss what they enjoyed most.

Staff contribute well to children's learning by joining in and playing alongside. They skilfully introduce ideas and vocabulary through their questioning. Activities to promote early literacy and numeracy are good. For instance, children 'write' addresses for their parcels and then weigh and count them in the 'post office'. Staff use activity songs and rhymes well to promote all areas of learning. As a result, children are good listeners and confident to sing and perform to others. Children's achievements are regularly observed and recorded and staff make good use of this to plan activities for future learning. Long term plans are displayed near all activities which provide useful guidance for extending the challenge and enriching children's vocabulary. There is a good range of activities to promote children's physical development both indoors and out. However, outside resources do not consistently promote all areas of learning, especially in inclement weather. Good displays and tasks encourage awareness of the diversity of modern Britain.

Children's welfare is promoted well. Staff offer gentle and positive support and children play safely and harmoniously as a result. A strong emphasis is placed on hygiene. There is a good range of healthy snacks and children make decisions about when and what to eat.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.