

Catterick Village Pre-School

The School Field, Mowbray Road, Catterick Village, NORTH YORKSHIRE, DL10 7LH

Inspection date	04/10/2013
Previous inspection date	03/12/2008

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Practice in the pre-school is not providing adequate differentiation and challenge to meet individual children's needs, resulting in, low expectations of children and limited learning opportunities.
- The environment is not used to its full potential, preventing children from accessing activities and areas that they may select themselves, limiting the opportunities for children to follow their own interests and resulting in lower levels of engagement.
- Management and accountability is not clear or understood by the provider, despite the supervisor's best efforts. This results in a lack of knowledge and understanding of the providers responsibilities in ensuring the safeguarding and welfare of children, which does not support staff in effectively operating the pre-school.
- Parents receive inconsistent support from their children's key person, which does not enhance children's learning or ensure a collaborative approach to helping children make the best progress.

It has the following strengths

- Children are happy and appear to have good relationships with warm, friendly adults, resulting in the children being happy to attend and motivated to learn.
- Transitions to school are well developed, giving the children every opportunity to engage with adults and the environment in preparation for the move to school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main playroom.
- The inspector held discussion with the provider and the supervisor at appropriate times during the inspection.
- The inspector looked at a range of records including children's assessments, written policies, meeting minutes, staff files and a selection of other documents.
- The inspector took account of the view of parents and carers spoken to on the day.

Inspector

Katharine Jones

Full Report

Information about 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. There are currently 25 children on roll, all of whom are in the early years age range. The nursery is open each weekday from 8.45am to 11.45am during school term. In addition, children can attend a lunch club from 11.45am to 12.45pm. The pre-school is registered on the Early Years Register.

There are four members of staff. One member of staff holds a qualification at level 4 and three staff hold appropriate childcare qualifications at level 3. The pre-school receives support from the local authority and provides funded early years education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, interests and stage of development of each child and use this information to provide a challenging and enjoyable experience in all areas of learning indoors and out, to ensure that through high expectations of children, they grow and develop rapidly through higher levels of engagement
- provide opportunities for children whose home language is not English to develop their home language in play and learning, supporting their language development at home
- ensure that each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity to provide children with every opportunity develop the characteristics of effective learning
- ensure that practitioners respond to each child's emerging needs and interests, guiding development through warm, positive interaction to drive independence and confidence in children and support their learning at their pace, rather than through the rigidity of the pre-school's routine
- ensure that appropriate arrangements are in place to coach and train staff in promoting the interests of children
- ensure that the responsibilities of the provider are understood by the committee, this means ensuring a good understanding of the legal requirements of the Statutory framework for the Early Years Foundation Stage, so that the supervisor and staff are effectively supported in how the pre-school operates
- ensure that parents are provided with information about the Early Years Foundation Stage and how they can share and support children's learning at home.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children are happy in the pre-school and enjoy the company of the warm, friendly adults. Children's records show lots of activities and opportunities to learn across the areas of the Early Years foundation Stage. However, children's learning is limited by an overly structured day and limited opportunities for self-selection and choice. Adult interaction tends to be short and at low-levels of engagement, resulting in an absence of purposeful

play for children. Regular planning meetings are focused on children's interests but not in developing those interests to provide challenging opportunities for children, resulting in reduced learning. There is little evidence of variations in practice to meet individual children's stage of development. For example, a self-registration system allows children to find their own name and use this to register themselves. However some children struggle to find their own name as they have not yet developed these skills. This results in an inappropriate challenge for children, resulting in some children lacking enthusiasm for learning. This does not ensure that children have the characteristics of effective learning, in support of their readiness for school when the time comes.

An established key person system enables the children to make relationships with caring adults, but the key persons are not ensuring that every child's learning is tailored to meet their individual needs. For example, a child whose home language is not English has not been supported in developing and using their home language in play. Activities are not tailored to meet individual needs or to challenge individual interests. For example, activities were set out prior to the children arriving, preventing the children from selecting their own choice of activities for the day.

Planning is not effective in matching activities to children's needs. For example, the outdoors is currently closed for works. However, a managed risk assessment has not been conducted and effective use of other spaces outdoors has not been considered, in order to provide the children with the opportunity to access outdoors and lead their own learning. Key persons appear to not have sufficiently high expectations of the children, resulting in missed learning opportunities and low-levels of engagement between adults and children. Key persons supporting parents in home learning is inconsistent, with some elements of good practice but with some parents not being aware of the Early Years foundation Stage and of opportunities to support their child's learning at home.

The contribution of the early years provision to the well-being of children

The children appear to have established relationships with the adults in the setting. However, the ongoing interactions between children and adults are not well-managed, resulting in children who are less engaged and at lower levels of learning. For example, children's curiosity in unplanned and spontaneous events, is not extended upon and used as a basis for learning. The key person system is inadequate. Not enough support is provided for individual children so that practice meets their needs and parents are not sufficiently guided and engaged by key persons.

The environment is well-resourced and safe but the routine of the day does not allow for children to be challenged. For example, children are not given the opportunity to self-serve at snack time and they are stopped from continuing their learning for several large group times in the session. Furthermore, a spontaneous opportunity for children to learn about assessing risks, with regards creating an alternative play space when the outdoor area is closed, is missed. Children access their individual water bottles throughout the session and are offered milk to drink, along with a biscuit, at snack time. They are able to manage their own personal routine and wash their hands after visiting the toilet, and wipe their hands before snack. Transitions to school are well considered, with children having

the opportunity to spend time in the school and for the teacher to spend time in the pre-school. This allows the children and their new teacher to form a relationship prior to the children starting school.

The effectiveness of the leadership and management of the early years provision

The range of activities and resources both indoors and outdoors provides opportunities for all areas of learning. However, the rigid routine in the pre-school and the weak interaction between adults and children do not support individual children's needs and interests. As a result, children's individual needs are not being met. The large outdoor area has opportunities for large-scale activities and investigation. However the area was closed off during the inspection and consideration has not been given as to how these types of activities could still be made accessible to children during this time.

The management and accountability arrangements are not understood by the provider, resulting in a setting that lacks rigorous supervision of staff who have contact with children. This impacts on the quality of teaching, which is inadequate. The provider, in this case the committee, lacks knowledge in the safeguarding and welfare requirements of the Early Years Foundation Stage and, therefore, a lack of understanding of how to keep children safe and the impact of any failure to comply with requirements. However, the supervisor has policies and procedures in place for ensuring children are safeguarded, and implements these effectively. For example, thorough risk assessments are documented and safeguarding measures are in place, such as, the locked front door and a chain on the second door to prevent unauthorised access or departure. There is a nominated safeguarding lead and deputy, with a safeguarding policy detailing instruction of what to do if staff have concerns about a child's safety. The supervisor has links with the local authority for ongoing training and support. Safeguarding is a regular topic of discussion at team meetings. Safer recruitment processes are in place to effectively safeguard the children alongside ongoing supervision of staff to provide opportunities to discuss concerns and professional development.

The self-evaluation form is active and action plans are in place, but the desired outcomes are not focused, resulting in weak development of practice. For example, the self-identified action to attend safeguarding training has a measured outcome of a certificate rather than the outcome of safer recruitment procedures.

Relationships with parents are positive, with parents being happy with the pre-school. However, advice and support given to parents is inconsistent, resulting in a lack of advice for parents and/or carers in guiding their child's development at home. Relationships with the local school are well developed and include the sharing of information, to support continuity for children when they move on.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	400260
Local authority	North Yorkshire
Inspection number	868843
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	25
Name of provider	Catterick Village Pre-School Committee
Date of previous inspection	03/12/2008
Telephone number	01748 812518

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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