

# Catterick Village Pre-School

The School Field, Mowbray Road, CATTERICK VILLAGE, North Yorkshire, DL10 7LH

<b>Inspection date</b>	15/09/2014
Previous inspection date	04/10/2013

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

## The quality and standards of the early years provision

### This provision is good

- Staff are well informed about their responsibility to keep children safe. They understand the safeguarding procedures and take appropriate action when needed. As a result, children are protected from harm.
- Children are engaged, motivated and think creatively in their learning. This is because staff create a stimulating environment, both inside and outdoors, which provides a wide range of experiences for children.
- The pre-school reflects carefully on the quality of the provision. They effectively identify the strengths and weaknesses of their practice because they are proactive in seeking the views of staff, children and parents. This helps them to consistently drive improvement.
- Staff develop very good relationships with parents when children start in the pre-school and they work together well. Communication between parents and staff is very good, this means that children's needs are quickly identified and very well met.

### It is not yet outstanding because

- Occasionally routines, such as snack time take too long which means that some staff cannot always respond swiftly to children's emerging needs and interests and further develop their play.
- Sometimes, opportunities are missed for more able children to fully extend their already good mathematical skills and maximise their learning.

## 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 had a tour of the pre-school and observed the children's activities.
- The inspector spoke with the nominated person, manager, staff and the children at appropriate times throughout the inspection.
- The inspector looked through the children's observation files, checked evidence of suitability, qualifications and looked at a selection of policies.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day and through written feedback.

## Inspector

Jill Roberts

## Full report

### Information about the setting

Catterick Village Pre-School was registered in 1992 and is on the Early Years Register. It operates from a portable classroom in Michael Sydall Primary School in Catterick and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The pre-school 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. Children attend for a variety of sessions. There are currently 23 children on roll, all of whom are in the early years age group. The pre-school supports children who speak English as an additional language. It provides funded early education for two-, three- and four-year-old children and receives support from the local authority. The pre-school is a member of the National Day Nurseries Association.

### What the setting needs to do to improve further

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

- enhance routines, such as snack time to ensure that staff can always respond swiftly to children's emerging needs and interests and further develop their play
- provide more able children with further opportunities to extend their already good mathematical skills, for example, when engaged in water play.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They know and understand how young children learn and develop and effectively put their knowledge into practice. Staff regularly observe children while they are engaged in play. They link their observations to the areas of learning identifying children's next steps. Staff use this information to plan and organise rich, varied and imaginative experiences for children across all seven areas of learning. This ensures that the provision meets children's needs and interests and helps them to make good progress in their learning and development. However, sometimes, opportunities are missed for more able children to extend their already good mathematical skills, for example, when engaged in water play.

The pre-school has been involved in the Every Child a Talker initiative. As a result of this, staff effectively monitor individual children's communication and language skills and

development. This monitoring identifies any child who is at risk of speech and language delay. Staff then plan interventions of targeted support and use effective strategies with identified children to ensure their progress in communication and language is improved. Staff also complete the progress check for children between the ages of two and three years. This enables them to identify, at an early stage, if a child is falling behind in an area of learning or development. Staff involve parents in this process. This ensures that they are fully informed and understand the reason and procedure should their child need specialised support to help them make progress. Staff gather a good range of information from parents when children start so they are well informed about their interests and their learning and development. This means that staff can provide activities and learning resources that meet children's needs and interests. Staff involve parents in the child's learning in a variety of ways. For example, they display postcards in the entrance which show children's involvement in play and learning activities. Staff then ask parents to send their observations into the pre-school which they add to each child's individual learning diary. Parents enjoy looking at observations and say that staff always have time to talk to them about their child's learning. Children who speak English as an additional language receive effective support to help them make good progress. Staff provide opportunities for children to develop their home language in play and learning. They gather key vocabulary from parents so that they can develop their language through play and learning in the pre-school.

Staff demonstrate good teaching as they skilfully question children, allowing them time to think and respond. This enables children to further develop their thinking skills. Staff give children lots of encouragement, such as smiles and verbal praise. Because of this children are eager, motivated and actively participate in activities. Children initiate playing simple games together without adult support. They roll a ball backwards and forwards asking 'Shall we do it 20 times?' Children demonstrate the characteristics of effective learning by having a keen disposition. However, occasionally routines, such as snack time take too long which means that some staff cannot always respond flexibly to children's emerging needs and interests and further develop their play.

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

Staff are sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a happy environment for children so that they are safe and secure. Consequently, children form good attachments and settle quickly. Staff make ongoing assessments about children's well-being. For example, at the beginning of the session children look to adults for support, encouragement and as a partner in their play. As the session progresses, staff makes well-informed decisions about the level of support that they need to provide. Children become more engaged in independent, exploratory play in the exciting indoor and outdoor environment. Staff provide a wide range of experiences that develops children's independence and cooperation. Activities offer good opportunities for children to gain an understanding of risk as they explore their environment. There are good resources for the children to use including; bikes, cars, scooters, messy play trays, a mud kitchen and a playhouse. Children select the resources that they want to use and where they want to use them. Resources are accessible to

children and provide opportunities for them to make decisions as they engage in open-ended play. Children collect mud from the raised planting area using utensils from the mud kitchen. They climb up and reach into the planter. Staff encourage children to manage their own risks and talk about holding on as they reach inside. Children enjoy the freedom that they have. They make mud chocolate cakes adding water from the water butt to the mud they have collected.

Staff get to know children and their families very well. This helps to support their well-being while in the pre-school and at home. Staff provide parents with reassurance and help them to overcome difficulties that they are facing. For instance, parents say that staff are very supportive when they are training children to use the toilet. Parents and staff work together to ensure a shared consistent and positive experience is provided for children. This helps children to make progress and to reach milestones which are celebrated by staff, children and parents together.

Children are supported in developing healthy practices before snack and when using the toilet. They follow and join in with good hygiene routines that help them to learn about and maintain healthy lifestyles. Children respond well and enjoy these care routines which are quite new for some children. Staff encourage children to roll up their own sleeves before washing their hands. Staff support even the youngest children's developing independence. They get down to the child's eye level and model what to do. Children watch and copy staff who use simple language alongside actions to instruct them. Children use a step to reach the sink and soap so that they can wash their hands independently. Staff are good role models. They are consistent in their approach to managing behaviour. Staff allow children to show preferences and make choices. Children behave well because they know and understand routines and boundaries.

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

Staff take all necessary steps to safeguard children and to promote their welfare. They have good knowledge of their safeguarding duties and are confident with the procedure to follow if they were alerted to a child at risk of abuse or neglect. The manager has completed local authority safeguarding training so she is well equipped for her role as designated officer. The safeguarding policy is robust and effectively underpins their practice. Parents receive information about safeguarding in their induction pack, which keeps them well informed about how the staff keep their children safe. Appropriate checks have been completed to confirm the suitability of all those working on the premises. Staff take appropriate precautions to ensure that the environment is safe for children. They carry out comprehensive risk assessments to ensure that hazards in the environment, or during activities, are identified and minimised.

The pre-school has a clear drive for continuous improvement. It is lead and managed well with the full support of a dedicated staff team and committee who work closely together. This has a very positive impact on the overall effectiveness of the pre-school. The pre-school has successfully met all actions that were raised at the last inspection. For example

appropriate arrangements are now in place to coach and train staff in promoting the interests of children. The committee has a good understanding of the Early Years Foundation Stage and their responsibilities as a provider. This means that they now effectively support staff in the day-to-day running of the pre-school.

Staff monitor the effectiveness of educational programmes by regularly reviewing the planning of activities and the quality of provision for individual children. This enables them to plan more effectively for each child and to improve outcomes for children. Staff now benefit from regular effective supervision. This helps to identify any potential weakness in teaching and learning. It also ensures that staff continue to develop their knowledge and skills, keeping up-to-date with current early years practice for the benefit of the children attending. Staff attend training offered by the local authority. The manager supports staff well and encourages them to be reflective in their practice. The manager observes staff and provides constructive feedback which highlights their strengths and what they need to do in order to improve. The pre-school reflects carefully on the quality of their provision. They effectively identify their strengths and priorities for development. This is because they are proactive in seeking the views of everyone involved including the local authority. The helps them to consistently drive improvement and shape practice. Parents are well-informed about day-to-day procedures. The pre-school also works well in partnership with external agencies. They share information about children's care, learning and development so that a consistent approach to supporting children and their families is maintained.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	400260
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	963075
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Catterick Village Pre-School Committee
<b>Date of previous inspection</b>	04/10/2013
<b>Telephone number</b>	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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