

# Catterick Village Pre-School



Catterick Village Pre-school, Mowbray Road, Catterick, RICHMOND, North Yorkshire, DL10 7LB

<b>Inspection date</b>	28 September 2017
Previous inspection date	15 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Teaching is of a consistently high standard. Staff use their excellent knowledge of how children learn and develop to create rich and exciting environments and experiences. Children are highly motivated and fully absorbed in their play.
- Children benefit from being cared for in an extremely positive and nurturing environment. Exemplary relationships between staff provide an excellent model for children's behaviour. Children are respectful, kind and polite. They are actively and consistently praised by staff for their efforts and achievements and this results in excellent levels of confidence and a determination to succeed.
- The manager consistently evaluates and assesses the quality of the pre-school and staff practice. She seeks the views of parents, staff and committee members to help enhance the already excellent service that they provide.
- Staff value and respect parents as partners in their children's learning. They exchange extensive information about children's progress and guide parents in ways to support their children's learning at home. For example, using home learning bags which contain an activity completed at pre-school. Parents' comments are overwhelmingly positive and partnerships with parents are a key strength.
- Staff are astute at noting and assessing the attainments of children. They work diligently to close the gaps in learning so that all children make exceptional progress from their starting points.

## What the setting needs to do to improve further

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

- implement existing plans to further develop the outside space, and measure the impact that this has on children's understanding of the natural environment.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact of this on children's development. She spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and inspected records and documentation including evidence of the suitability of staff.
- The inspector spoke to parents and took account of their comments.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding of safeguarding issues and are well versed in the procedure to follow in reporting any concerns they may have about a child's welfare. Close links with the local authority help to ensure that staff have the most current safeguarding procedures in place. Staff are well qualified, experienced and actively continue their learning in order to maintain their already outstanding teaching practice. There is a strong culture of reflective practice that brings about improvements to the pre-school and outcomes for children. The pre-school has plans in place to develop the outdoor environment even further, to extend children's learning about the natural environment. Highly effective arrangements for supervision sessions and checking of staff's performance lead to outstanding practice throughout the nursery.

### Quality of teaching, learning and assessment is outstanding

Staff complete precise assessments and carefully track children's development so they know exactly how well they are progressing. They consistently use effective systems to meticulously plan for future learning. Staff are skilled at including children's next steps in learning as they teach them about the wider world and communities, using ideas that ignite children's interests. Children benefit from an educational programme that clearly fosters active learning and opportunities for them to create and think for themselves. For example, children investigate with a range of resources, and collaborate with their peers to resolve the basics of water displacement. Children work together as they begin to make links between the sizes of the stones and measure the amount of water displaced. Staff skilfully ask open-ended questions, demonstrating and modelling language to help children learn to express themselves and use their imagination. Children are proficient at using mathematical language and concepts; they are able to count and begin to solve simple problems.

### Personal development, behaviour and welfare are outstanding

Children are sensitively nurtured in the group. Staff provide a caring environment in which children have a real sense of who they are. Children's achievements are celebrated. Staff draw attention to examples of their work, such as their early writing. Children develop an excellent understanding of good health and hygiene. They discuss how to make sure they clean the germs from under their nails after playing in the mud kitchen and how germs make you ill. Children are involved in preparing snacks, which is a social time. For example, they sit and talk about what are healthy foods and why these help your body to grow.

### Outcomes for children are outstanding

All children thrive in this stimulating and wholly inclusive environment. They make rapid progress from when they first start at the pre-school. Children develop excellent independence, self-esteem and emotional well-being as they move freely throughout the pre-school. They are very familiar with, and extremely comfortable in their surroundings. Children are exceptionally well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	400260
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1103767
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Catterick Village Pre-School Committee
<b>Registered person unique reference number</b>	RP518682
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	01748 812518

Catterick Village Pre-School registered in 1992 and is located in Catterick Village. The pre-school employs four members of childcare staff, of these, three hold appropriate early years qualifications at level 3 and above. The pre-school is open Monday to Friday, from 8.45am to 11.45am, during school term times only. In addition, children can attend a lunch club from 11.45am to 12.45pm. It provides funded early education for two-, three- and four-year-old children.

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