

Appleton Wiske Pre-School



Front Street, Appleton Wiske, Northallerton, North Yorkshire, DL6 2AA

Inspection date	2 May 2018
Previous inspection date	12 December 2014

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

Summary of key findings for parents

This provision is good

- Staff are dedicated to providing good-quality care and learning for children. Parents say that they are 'passionate in their work' and that 'they care greatly for all the children.'
- The quality of teaching is good. Staff use their experience, child development knowledge and what they know about children to plan interesting activities. This helps to ignite children's curiosity and entuses them to participate fully.
- Children's behaviour is very good. For example, they listen when staff talk and explain things to them, and children play happily and cooperatively together. Good relationships amongst the children are evident and they show their delight and pleasure when their friends arrive.
- The learning environment is well planned. The pre-school room is very welcoming and inviting and resources promote children's learning. Staff have thought carefully about the organisation of the outdoor area. This means children continue to learn while benefiting from being in the fresh air.
- Partnerships with the local school are especially strong. Staff work very closely with the Reception class teacher to support children for their move on to school.

It is not yet outstanding because:

- The programme for professional development does not focus sharply enough on raising the already good quality of teaching to the highest levels.
- There is scope to build on the current good assessment processes to help meticulously plan provision that maximises children's progress in all areas.

What the setting needs to do to improve further

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

- extend staff's professional development to sharply focus on developing teaching to the highest level
- enhance the assessment arrangements to help staff plan even more precisely so that children achieve consistently high levels of progress across all areas of learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector had discussions with the pre-school manager and the chair of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the nursery and of committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also spoke to the head teacher and Reception class teacher from the local school.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are fully aware of their responsibilities for keeping children safe. They complete child protection training and are aware of the signs that may indicate that a child is at risk. The pre-school areas are kept secure and staff carry out effective risk assessments. This helps to ensure children's safety both indoors and outdoors. The staff team continually seeks to develop and improve the provision and takes action where it identifies areas for improvement. For example, when analysing data from children's assessment records a need to improve the mathematics provision was identified. As a result of the action taken, children's development in this area has significantly improved. Staff seek parents' views when evaluating the provision and very much value their input, ideas and suggestions.

Quality of teaching, learning and assessment is good

Overall, staff assess children's development well and identify appropriate next steps to support their learning. They listen carefully to what children are saying and encourage them to express their views and thoughts. For example, they listen to children's ideas for a song and movement session and facilitate this. They ask children questions and give them plenty of time to think about their response. Mathematics is well promoted during the sessions. Children are encouraged to count as they play and help with tasks. Staff set challenges for the most-able children, such as asking them to work out how many additional chairs they will need. Parents are fully informed of their child's progress and involved in their learning at the setting.

Personal development, behaviour and welfare are good

Staff are extremely caring, welcoming and nurturing. Children feel safe, secure and confident to leave their parents and carers. Staff keep clear boundaries and give consistent support to help children learn to share, be kind and respect others. Staff help to support children's physical health and well-being. Children have good opportunities to explore outdoors and play in the fresh air. They develop good balance and coordination skills as they manoeuvre scooters, climb slides and fill and empty containers in the water trough. Staff reinforce positive hygiene routines and children quickly learn about the importance of handwashing.

Outcomes for children are good

Children make good progress in their development and are well prepared for starting school. Some children recognise not only their own names but those of the other children in the pre-school. As they get older, they can write the letters in their name and understand quantity and simple addition. Children often use numbers and positional language in their play. For example, they count the petals of the flowers they make from dough and have great fun positioning their ribbon sticks during a group activity. Children are very happy, confident and friendly and are becoming articulate communicators.

Setting details

Unique reference number	400327
Local authority	North Yorkshire
Inspection number	1103772
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	Appleton Wiske Pre School Committee
Registered person unique reference number	RP518656
Date of previous inspection	12 December 2014
Telephone number	07483875119

Appleton Wiske Pre-School registered in 1996. The pre-school is open each weekday, from 8.30am to 3.30pm during term time. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school employs three members of childcare staff. Of these, two hold an appropriate early years qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

