

Yellow Ribbon Pre School



38 Engineer Regiment, Claro Barracks, Chatham Road, Ripon, North Yorkshire HG4 2RD

Inspection date	25 June 2019
Previous inspection date	17 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 provide a good range of experiences that enable children to lead their own learning. They interact positively with children and encourage them to enjoy their learning. All children, including those in receipt of additional funding and those with special educational needs and/or disabilities, make good progress.
- Children form very good relationships with staff. They are encouraged to complete activities for themselves and they freely seek the support of staff. Children are happy, settled and confident.
- Parents are very positive about the care their children receive, and comment that, 'It is the most incredible setting and gives children the best start in life'. They are given regular updates about their children's learning and development. Staff provide comprehensive support for parents to continue their children's learning at home.
- Children's communication and language skills are well supported. Staff are knowledgeable and use a wide range of strategies to help develop young children's emerging speaking and language skills.
- The organisation of group times means that the older and more able children cannot, sometimes, fully concentrate.
- The programme for the professional development of all staff does not focus robustly on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- enhance the organisation of group times and provide the older and more able children with more opportunities to concentrate without distractions
- build on the programme of continuous professional development, so that the quality of teaching constantly improves.

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 held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

The manager and her staff team are committed to providing children with good-quality care and meaningful learning experiences. They reflect on practice and implement detailed improvement plans to improve the quality of experiences for children. Children's progress is thoroughly reviewed. This further supports action planning to narrow possible gaps in children's learning. Safeguarding is effective. The manager places a high priority on children's safety. She follows robust recruitment and induction procedures with the committee to help ensure that suitable adults work with children. Staff receive regular training and updates about safeguarding issues. They confidently fulfil their role to protect children from harm. Staff know what to do should they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Overall, children engage well from the moment they walk into the pre-school. For example, they access opportunities and play with a wide range of resources, sometimes with their parents. Staff's interactions with children are positive and supportive. They ask thoughtful questions and make well-considered suggestions to help children develop their thinking and problem-solving skills. Babies have ample opportunities to experiment with their voices and sounds as they access shakers during singing. Staff promote children's counting and mathematical skills well. For example, children count the number of grapes on the skewer when making fruit kebabs and use simple addition and subtraction as they add more grapes.

Personal development, behaviour and welfare are good

Children are warmly welcomed into this well-resourced environment where they can safely explore, both inside and outside. Staff are good role models. They consistently promote positive behaviour and have high expectations of children. Staff provide a healthy snack and are vigilant to ensuring children's allergies are accommodated. The daily routines and child-accessible resources promote children's self-care skills and independence well. For example, children wash up their cups after their snack and have a go at putting on their shoes and wellingtons when they go outside. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment, such as scissors.

Outcomes for children are good

Transitions within the pre-school and on to school are very well planned for. Children develop useful skills that will support them in the next stage of their learning. Older children learn to identify initial letter sounds, recognise their names and develop their number skills. Children enjoy listening to stories. They join in with familiar texts, predict what might happen next, retell the story with puppets and props then choose to look at books independently.

Setting details

Unique reference number	EY361345
Local authority	North Yorkshire
Inspection number	10071730
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	40
Number of children on roll	30
Name of registered person	Catterick Garrison Pre-School Group
Registered person unique reference number	RP518722
Date of previous inspection	17 September 2015
Telephone number	01765 632 351

Yellow Ribbon Pre School registered in 2009. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday all year round. Sessions are from 7.45am until 5pm, and flexible opening hours are offered during the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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