

Inspection of Scorton Village Preschool

The Annex, War Memorial Institute, Scorton, North Yorkshire DL10 6DN

Inspection date: 15 October 2019

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Every child is supported to reach their full potential and staff have consistently high expectations for achievement and behaviour. Staff tailor the levels of support and challenge, so it is carefully and precisely matched to meet children's individual needs. Children thrive from the start of their learning journey in the pre-school and make exceptional progress. Children who have special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported. Staff actively promote children's personal, social and emotional development and provide exciting opportunities for them to be part of their local community. Children benefit from the highly effective key person system and show high levels of self-confidence, including those children who are new to the pre-school. They show an overwhelming ability to take turns during play and understand the boundaries in pre-school. Children's behaviour is exemplary.

The manager and staff team demonstrate high levels of commitment and are passionate in their work with children and families. Staff value the excellent relationships they form with children and their families. They provide a wide selection of opportunities for parents and carers to become involved in their children's learning and continuously gather feedback to make improvements. In addition, partnerships with other agencies involved with children are highly successful in supporting children's learning.

What does the early years setting do well and what does it need to do better?

- Partnerships with children's parents are extremely important to the manager and staff team. Staff provide settling in visits, home visits and play sessions to encourage parents to become part of their community. Parents are exceptionally happy with pre-school. They are delighted with the home learning bags which they feel are 'individually made to meet their children's needs and interests'.
- Staff are aware of the children's prior experiences and provide opportunities which broaden and build on their skills for future learning. Children delight in walks around the community to learn about other people around them and how to take care of themselves near roads. Staff provide one-to-one care for children who need further support, so they can be included in these trips and develop excellent social skills.
- The manager and staff team maintain excellent partnerships with schools' children attend. Children are emotionally well-supported to move on to the next stage in their learning and benefit from sessions in school with their key person. Staff create booklets to show children where they will go and what their school will be like. Staff actively promote continuity of care and learning.
- Children of all ages know how to communicate their needs effectively. Young children, including those with limited language, show how they feel confident to

ask staff for help. Staff are highly responsive and sensitive in meeting their needs. Older children build an extensive vocabulary as staff encourage them to use descriptive words as they play.

- Staff encourage children to have high levels of independence and take an active part in their self-care. Children know to put their coats on to go outdoors and wash their hands before they have a snack. They use the toilet from an early age and show pride in their own appearance as they brush their teeth. They have high levels of self-respect and self-esteem.
- Children excel in their mathematical development. Staff prepare the environment to ensure it is rich in numbers and resources which encourage children to count, identify shapes and problem solve. Children make choices about where they want to extend their learning, including outdoors. Young children show high levels of focus and concentration beyond their developmental stages.
- The manager carefully considers the most effective way to use extra funding, so it has the biggest impact for children. Children who have special educational needs and/or disabilities benefit from individual learning plans and highly effective partnerships with other professionals. Feedback from other professionals is highly complimentary. They say 'the whole experience has been exemplary, an outstanding example of inclusion'.
- Staff say how they feel effectively supported and encouraged to consistently develop their skills. They are highly qualified and teaching is exceptional. Staff who are working towards degree level qualifications share their research with the team and use this to develop practice in the setting. They benefit from weekly meetings to share best practice and have regular supervisions to discuss any sensitive issues. Staff are happy, keen and enthusiastic in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The designated lead staff member for safeguarding in pre-school is highly qualified and experienced. She gathers information from the local safeguarding partnership on a weekly basis and shares this with the staff team to ensure they have the most up to date knowledge to keep children safe. The staff team are highly vigilant and demonstrate how safety procedures are followed consistently, such as the lock down 'whistle holder'. The manager follows robust recruitment procedures for staff and students to ensure they are suitable to work with children. Staff actively promote online safety to parents and children. For example, children are aware that the passwords on the computers help to keep them safe.

Setting details

Unique reference number	400323
Local authority	North Yorkshire
Inspection number	10117717
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	2 to 4
Total number of places	30
Number of children on roll	14
Name of registered person	Scorton Village Pre-School Committee
Registered person unique reference number	RP905678
Telephone number	01748 812825
Date of previous inspection	15 January 2014

Information about this early years setting

Scorton Village Pre School registered in 1991. It is a committee-run facility. It operates from a purpose-built extension at Scorton War Memorial Institute, in the village of Scorton, North Yorkshire. The pre-school is open each weekday from 8am to 5pm, during term time only. The pre-school employs four members staff to work directly with the children. Three staff, including the manager hold an appropriate early years qualifications at level 3, and one member of staff holds a foundation degree.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the inspector and nursery manager.
- The inspector held a meeting with the nursery manager and designated safeguarding lead staff member. She looked at relevant documentation, such as the nursery's policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the children and staff throughout the inspection.
- Parents provided verbal and written feedback for the inspection. The inspector took account of their views.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019