

# Bagby Pre-School

Church Hall, Bagby, Thirsk, North Yorkshire, YO7 2PG

<b>Inspection date</b>	02/07/2013
Previous inspection date	10/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children make good progress across all areas of learning due to the effective planning, monitoring and assessment systems, ensuring next steps in learning are identified and the environment is effectively organised to cover all areas of learning and care.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Children are secure in the provision, they relate well to the practitioners and develop good social skills as they learn to engage and play cooperatively.
- Highly positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

### It is not yet outstanding because

- There are fewer opportunities to support children's learning in literacy in the outdoor area because the use of labelling has not been embraced.

## 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 observed activities in the pre-school room and observed activities in the outdoor area. A tour of the premises was completed.
- The inspector held discussions with the management and staff throughout the inspection.  
  
The inspector looked at relevant documentation which included, evidence of the staff suitability checks, children's observation, assessment and planning records and other documentation linking to children's progress. Records of risk assessments and a representation of the pre-school policy and procedures documentation.
- The inspector took account of the views of a number of parents spoken to on the day and through written feedback provided.

## Inspector

Carol-Anne Shaw

## Full Report

### Information about the setting

Bagby Pre-school was registered in 1992 and is on the Early Years Register. It is situated in the Church Hall in the village of Bagby near Thirsk in North Yorkshire. It operates from the church hall has use of one main play room, a kitchen, toilet facilities and an enclosed area for outdoor play. The pre-school serves the local and surrounding rural area and is accessible to all children.

The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications one has a Bachelor of Arts and two have level 3 qualifications.

The provision is open Monday, Tuesday, Thursday and Friday from 9am to 1pm, and they are closed on Wednesday, operating term time only. Children attend for a variety of sessions; these are flexible to meet individual needs. There are currently 20 children attending who are all in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

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

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

- enhance the outdoor area to further support the development of children's literacy skills, for example, through the use of labelling.

## Inspection judgements

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

Staff have a positive impact on children's learning and development so that children make good progress. The quality of teaching is very good. They are aware of children's starting points and capabilities when children first come into the playgroup, through the clear baseline assessments they complete. Staff make good use of ongoing observational assessment to ensure they are providing an environment that children are interested in and enjoy. They effectively evaluate children's play to incorporate their next steps into the planning for play. Staff revise these aims each week to keep themselves aware of children's current learning needs. The indoor and outdoor environment reflects this, ensuring that children have many opportunities to experiment and become active learners.

The educational programmes for all areas of learning effectively help children to reach, and sometimes exceed, the expected levels of development. Children achieve well in their personal, social and emotional development. They enjoy the challenges to develop

physically and receive plenty of stimulation from attentive staff to extend their communication and language skills. Older children gain an understanding of literacy and numbers, for example, recognising their names when they arrive and through using counting in everyday play. Indoors, there are wall displays and labelling, supporting language development; however, this is not carried through fully to the outdoors, meaning the opportunity for children to develop their literacy skills is not fully enhanced in this area. Children have many opportunities to gain understanding of their environment and to express their ideas through creative opportunities. There is a range of interesting displays indoors that give children opportunities to look at pictures of animals, their own community and people from other countries that support children's understanding and development of the wider world.

All children receive effective support to develop good attitudes and the skills to learn effectively. The children have the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. The planned next steps for all children are well focused so that children moving on to school have good social and learning skills. Staff have a good understanding of how to offer appropriate levels of challenge to take individual children forward in their learning. They effectively use open questions to help children think in further depth when they are experimenting with boxes, glue and paint. Key persons know their children well and effectively use their starting points and interests to foster their learning and development. For example, children work cooperatively outside to organise the food for the barbeque and after some discussion, agree to taking turns to share the cooking. They extend children's interest in storytelling by varying opportunities for children to re-tell favourite stories. The staff have worked hard to get children to communicate and be involved in the circle time. Children eagerly join staff at circle time to update the calendar and weather information, sharing their news with other children, very confident to speak in the group. Older children enjoy the challenge of extending their understanding of letters and sounds with staff at snack time when finding their names. Throughout the session, small groups of children enjoy stories with the staff promoting children's enjoyment of books. The outside den area is a very good place for stories, where children snuggle down to show staff a favourite book.

Children are very active and make positive choices about their activities. In doing so, they gain good skills to eagerly and confidently talk and play with adults and each other. The staff effectively ask their opinions, take time to listen to their ideas and support them to develop their interests. As a result, they make particularly good use of their imagination in developing their play. For example, children dress up as police, go out in the car with their note books looking for something or someone they can arrest and bring back to the police station for questioning. Through sharing information, access to children's learning journals and newsletters, parents are kept well informed of their children's progress at every stage of development. Parents are encouraged to be involved in their children's learning, sharing children's achievements from home. Staff provide ideas and information to support parents to continue learning at home. The playgroup complete children's progress checks at age two and share these with parents to link with their health check and identify strengths and any areas where progress is less than expected.

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

The pre-school's care practices support children to feel emotionally secure and effectively help children to be healthy. All the children move around the areas freely, making choices in their play as the resources are at their level. This is highly effective in promoting children's independence to follow their interests in what they do. Children readily seek comfort and support from staff due to the close relationships formed and the consistent staff team. Children's behaviour is managed sensitively by staff recognising the children's different needs and how they respond to them. Positive behaviour is recognised and praised and staff encourage social skills, such as sharing and turn taking. Respecting each other and thinking about how others may feel in a situation plays an effective part in developing children's understanding of making friends and developing positive relationships. Staff are calm and provide reassurance to the children enabling them to develop a positive sense of belonging.

Staff consistently implement well-established procedures so that key persons welcome and support families and share information about children. As a result, the children form close bonds and secure emotional attachments to the caring staff. Children confidently seek staff out for help when needed. They have a positive approach to new experiences, as well as following organised routines that build confidence. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. Children willingly take on responsibility, for example, tidying away equipment before lunch. The staff support children to become independent and achieve for themselves, they freely access the bathroom and wash their hands for snack.

There is a strong focus on safety in the pre-school. Safety is managed very effectively in all areas of the pre-school. Children are supported to use the wide range of resources, tools and equipment safely as staff guide them, but enable them to take appropriate risk. For example, when outside or using scissors and other utensils to cut with, children demonstrate how to do it safely. Staff reinforce safety messages with the children, they pay particular attention to safety in the rural area and when on the farm. For example, to support children's understanding of the dangers when near farm machinery, the children were given the opportunity to learn first-hand about safety when the vintage tractor made a visit to pre-school. This means that children are made aware of keeping themselves and others safe. Medication, accidents and incidents are well documented by the staff and the staff ensure the guidance is followed ensuring parents and carers are kept fully informed.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. For example, children talk with staff about the healthy milk that makes them strong. Children learn how to fasten clothing, recognise their belongings and change their boots and shoes. As a result, older children achieve good independence in hygiene and managing their personal care. The older children are very supportive of the younger children, helping them with coats and shoes. Key persons prepare children for settling quickly into the group and later on to the next stage of their learning, effectively supporting individuals to transfer to school. Fully understood systems are in place to share information and work with other professionals involved with the children.

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

Leadership and management are good because there is an accurate overview of the curriculum through the monitoring of the educational programmes. The pre-school offers a broad range of experiences to help children make progress in their learning and development. There is a high level of understanding of how children learn, the teaching is good and the staff team have a secure understanding of each area of learning and how children learn through play. The lead practitioner monitors the levels of assessment and planning to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. Staff work closely with individual children who have any additional needs, so that they make supportive interventions and any gaps in their learning are addressed. Joint working with other professionals show improved outcomes.

The management and staff have a good understanding of the safeguarding and welfare requirements and these are well met throughout the provision. They follow robust recruitment procedures in place for protecting children, and staff have a secure understanding of how to respond if there was a concern about a child. Staff know and follow clear policies and procedures and implement these consistently. The required staffing ratios and qualification requirements are maintained to meet the children's needs. Written risk assessments are completed for the building and activities, all staff are qualified and experienced and fully aware of promoting children's safety. Fire systems are tested and children practise the evacuation each month to prepare them for any emergencies. The required insurances are in place and displayed for parents to see.

There are good systems and procedures in place to liaise with other care providers that children currently attend. Staff recognise that partnerships make a strong contribution to meeting children's needs. There are systems in place for monitoring and supporting professional development through training events. These have a positive impact on developing practice in the pre-school. Self-evaluation takes into account the views of staff, children and their parents. As a result, the staff team are aware of areas that can be developed further. The recommendations from the last inspection have been completed, resulting in improved safety and hygiene. Staff demonstrate a clear commitment to working in partnership with parents, carers and external agencies involved in providing support for children and their families. The pre-school strives to engage all parents and works effectively in partnership with them. Parents describe the settling-in procedures and the attention of key persons as very good. Their children are eager to come to the pre-school to be with their friends and the caring staff. Key persons take time each day to keep parents well informed about their children's achievements and progress. Parents and children enjoy looking through the 'learning journals'. Parents are encouraged to contribute to the children's learning record, enabling them to fully contribute their child's learning experiences at home. Children engage in purposeful and developmentally appropriate daily play, a wide range of well-organised activities and resources extend their learning and development.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	400036
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	924388
<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>	20
<b>Name of provider</b>	Bagby Pre-School Committee
<b>Date of previous inspection</b>	10/05/2011
<b>Telephone number</b>	01845 597099

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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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