

Yellow Ribbon Pre School

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



Inspection date

Previous inspection date

17 September 2015

3 July 2009

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 provide a stimulating range of activities and resources in both the indoor and the outdoor environments to encourage children to explore and investigate. This helps them to be motivated and gain independence in their learning, and prepares them well for the next stage in their learning.
- Staff listen attentively to children as they play and encourage them to talk about what they are doing. This helps to promote young children's communication and language skills.
- The pre-school staff effectively identify children who are making less progress than their peers. Staff work in partnership with parents and external agencies to put in place focused interventions that ensure gaps in achievements are closing.
- Staff act as good role models, promoting the use of good manners and children are praised when they do well. This helps to raise children's self-esteem and develop their confidence.
- Highly effective partnerships with parents and a well-embedded key-person system helps children to form secure emotional attachments. They share information together to promote continuity of care and this contributes to the high quality of the care the children experience.

It is not yet outstanding because:

- The strategies used to improve teaching further are not yet fully effective.
- Staff do not always fully support children's awareness of numbers and counting during everyday activities, in order to extend their mathematical development even further.

What the setting needs to do to improve further

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

- maximise opportunities for staff to develop and share their knowledge, in order to enhance the already good quality of teaching to a higher level
- enhance practice in teaching children about mathematics by further developing opportunities for them to count and use numbers.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the deputy supervisor.
- The inspector held a meeting with the deputy supervisor. She spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including the pre-school's self-evaluation, and policies and procedures.
- The inspector took into account the views of parents and carers.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The supervisor is involved in the daily practice of the pre-school and is successful in supporting and motivating staff. The senior staff reflect on their service and put detailed development plans in place if they identify improvements that can be made. This contributes towards staff continually improving the good service for children and their families. Staff are well qualified and regularly attend mandatory training such as first aid. An established system of frequent supervisions and staff meetings ensures they are valued and supported. This support has a positive impact on staff practice. However, the pre-school's programme of professional development is not yet fully developed. This means staff's teaching standards are not yet at the highest levels to promote children's rapid progress in their learning and development. The arrangements for safeguarding are effective. Staff are fully aware of their safeguarding responsibilities to keep children safe.

Quality of teaching, learning and assessment is good

Staff follow the children's interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. They use their strong knowledge of how children learn to provide a wide range of learning opportunities. The children's development records include observations and assessments which provide a clear picture of how their learning is improving and developing over time. Children have opportunities during the day to take part in activities which help them to begin to understand technology. Children learn about colour, shape and size as they play. However, occasionally, staff do not provide enough opportunities to develop children's mathematical skills even further by counting and using numbers.

Personal development, behaviour and welfare are good

A caring and sensitive staff team provide a welcoming and child-friendly environment. Parents offer very positive feedback about how much their children enjoy attending pre-school. Children are becoming increasingly confident, inquisitive and eager learners. Staff remain responsive to the children's interests as they play. On entry, parents provide key information to staff to ensure that children's individual requirements and stages of development are known. Children show good levels of independence and are comfortable within their surroundings. This gives children a strong sense of belonging and promotes their emotional well-being. Children freely access the toilet with simple reminders from staff about washing their hands. Children benefit from fresh air and have good opportunities to be physical throughout the day. Staff promote children's understanding of a healthy lifestyle during daily activities and discussions.

Outcomes for children are good

The manager works closely with staff to monitor the progress children make, in order to support them to reach their potential. This helps to promote all children to make good progress and develop the necessary skills needed for the next stage in their learning, including school.

Setting details

Unique reference number	EY361345
Local authority	North Yorkshire
Inspection number	857631
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	40
Number of children on roll	28
Name of provider	Catterick Garrison Pre-School Group Committee
Date of previous inspection	3 July 2009
Telephone number	01765 632351

Yellow Ribbon Pre School was registered in 2009. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications, including one with Early Years Professional status. The pre-school opens from Monday to Friday all year round. Sessions are from 7.45am until 5pm. The pre-school operates flexible opening hours 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.

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 2015

