

Kirkburton Pre-School

Inspection report for early years provision

Unique Reference Number	311319
Inspection date	23 May 2007
Inspector	Trudy Scott
Setting Address	The Sports Hall Hallas Road, Kirkburton, Huddersfield, West Yorkshire, HD8 0QQ
Telephone number	01484 606976
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Registered person	Kirkburton Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kirkburton Pre-School has been operating for a number years. The group has charitable status and is owned and run by a voluntary management committee. It operates in a local authority building in Kirkburton, Huddersfield and serves the local community and surrounding areas. A fully enclosed area is available for outdoor play. The group is registered for a maximum of 26 children from two to under five years at any one time. It opens from 09:00 until 11:45 on Mondays to Fridays, during school term times. In addition, there are some days when a lunch club runs from 11.45 to 12.45 for a small number of children.

There are currently 41 children aged from two to under five years on roll. Of these, 25 children receive funding for early education. The group currently supports children with learning difficulties and who speak English as an additional language.

The group employs four permanent staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's individual health care needs are well met through staff and parents working closely together to share information. For instance, staff know about individual dietary needs and preferences and ensure children have a range of healthy snacks when at pre-school. Children usually attend to their own needs, as they decide when to have a snack and what they want to drink, choosing between milk, pure fruit juice and water. Lunch times are pleasant, social occasions with children sitting alongside staff, each eating lunch they've brought from home.

Staff consistently follow effective policies and procedures to promote good health and minimise the spread of infection. They teach children good hygiene practice, such as explaining why they should cover their mouths when they cough. Children know they wash their hands before eating and after messy activities or using the toilet, usually doing so without a reminder. However, opportunities to fully support children's awareness of healthy living and promote more personal independence are sometimes missed. For example, children have to ask for tissues as they are placed out of reach and don't always access suitable utensils at lunchtime. Several staff hold current first aid certificates, ensuring there is always someone on the premises to deal with minor accidents and emergencies.

Children are active and benefit from many opportunities for physical play, which contributes to their healthy lifestyle. When the weather permits, children choose freely between indoor and outdoor play; in poor weather staff provide additional activities indoors, ensuring children have regular exercise. Children show increasing skill in using large and small equipment. They use a range of different movements to successfully manoeuvre a range of wheeled toys around the playground. For example, they push bikes with their feet, pedal correctly and pull other children in trucks. They demonstrate coordination and control in activities, such as balancing and climbing, playing basketball and dancing to music. Children's hand eye coordination is effectively fostered through activities, such as pouring drinks, dressing dolls, cutting with scissors and use mark making materials.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in secure, welcoming premises where staff are vigilant in keeping them safe. The indoor and outdoor environment is risk-assessed to ensure it is suitable, taking into consideration physical factors, such as prevention of children entering the kitchen area and a secure entry system. Children learn to keep themselves safe because staff talk to them about danger and safe practice. For instance, a two-year-old tells the inspector 'These scissors are very sharp. You have to be very careful or you'll cut yourself'. There are good levels of supervision which take into account children's growing independence. For example, staff monitor children as they move freely between indoors and outdoors, ensuring they know children's whereabouts without unnecessarily restricting their movements. Children's welfare is safeguarded due to staff fully understanding their responsibilities for protecting children. Designated staff frequently attend child protection training so that they are up to date with current procedures and share what they learn with their colleagues.

A good variety of safe and suitable toys and play materials are provided for the children. Resources are displayed so that children can see and reach them easily, enabling them to make

choices about their play. The well-resourced role play area includes many materials that stimulate children's imagination, such as a wide selection of dressing up clothes and realistic dolls representing different races. The premises are organised so that children have ample space for a range of activities, such as playing games with a group of friends or sitting quietly, looking at books.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily at pre-school and enthusiastically choose what they want to do. Those who are a little upset on arrival are soon comforted by caring staff who help them enjoy their time in the setting. Children engage purposefully in solitary activities or play co-operatively with their friends, reassured by the presence of the adults close by. All children receive good levels of support from staff who observe them and know when to actively involve themselves in children's play and when to allow them the freedom to explore at their own pace. For instance, staff observe children constructing a train track and don't interfere as they see the excitement and animation the children share through developing their own ideas.

The way the environment is organised encourages children to make decisions, explore and investigate. Children select independently from a broad range of activities and experiences, such as painting and modelling with a variety of media, acting out stories and singing songs. Activities are adapted so that they are suitable for children of different ages and ability. For example, in a collage activity, a two-year-old is absorbed in dripping glue across the paper, while a three-year-old carefully selects materials to make a picture. Staff make good use of guidance, such as the 'Birth to three matters' framework and 'Curriculum guidance for the foundation stage' to help them plan sufficiently challenging and achievable activities and experiences. They keep records of children's progress, which are shared with parents so that they are well-informed of what their children are doing and learning.

Nursery Education

The quality of teaching and children's learning is good. Staff have secure knowledge of the early learning goals and use this well to provide a broad and balanced curriculum. They know that children learn best when they are interested and motivated and plan a curriculum that is stimulating and exciting. The environment, both indoors and outdoors, is carefully planned with high quality resources that are accessible for all children. For example, children playing imaginatively in the home corner develop their story to set up a baby clinic, knowing just where to find additional resources to extend their ideas. Children enjoy learning because staff make the most of opportunities to challenge their thinking in everyday play and activities. For instance, children gain a good understanding of number and simple problems when prompted by staff to work out how many times they have hit the net in basketball.

Children are confident and sociable in the setting. They play well on their own or with others, forming good relationships with other children and adults. They are learning to concentrate in focused and self-chosen activities as they have uninterrupted periods of time to develop their ideas. Activities, such as sand, water, paint, construction and role play are continually available, which means children return, build their skills and consolidate their learning. Behaviour is good and contributes to the calm atmosphere where learning takes place. Children are skilful communicators and use language well for a variety of purposes. They initiate and participate in conversations, make their needs known verbally, describe past events, share information, ask questions and plan their play. For example, a four-year-old child confidently describes the

functions of a robot toy, explaining the pipe in his head is 'so he can see in water'. Children show varying degrees of competency when using the computer; some operate the equipment independently while others receive support, benefiting from the many opportunities to practise.

Staff work directly with children for much of the time, participating and interacting in their play, asking open-ended questions and listening to what they have to say. This ensures they know individual children well. They make regular observations and complete assessments, recording children's progress through the stepping stones. However, they do not yet use the information consistently to inform planning of the next steps in children's learning. This means that, although children make good progress, it is not clear if they make as much progress as they can. Children with learning difficulties are very well supported to participate and enjoy the activities and experiences provided. This ensures they are fully included in the pre-school.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging and feel at home in the setting. This is because they are familiar with routines, know where to find their favourite toys and make decisions about their play. Children know they are valued as staff listen carefully to what they say, offer encouragement to try out new experiences and give realistic praise for their attempts and achievements. For instance, a child shows disappointment when he just misses the basketball net, but is quickly reassured when told, 'that was so close, I know you tried really hard then'. This helps children develop self-esteem and confidence. Parents value the service and the care their children receive at the pre-school and eagerly share their views with the inspector, giving high praise to the staff.

Children play harmoniously together, sharing and taking turns, and show a sense of responsibility, helping staff tidy away at lunch time and reminding others when it's time to come inside. Staff gently reinforce and explain the rules for acceptable behaviour, such as the dangers of throwing sand, which helps children learn to manage their own behaviour. In focused activities and daily play children are introduced to the wider world and learn to appreciate the lives of others. Children are encouraged to talk about their home lives and to share information about their similarities and differences. A number of visitors are invited to the pre-school to broaden children's experience of the local and wider community. For example, children enjoy a visit from a musician who plays many instruments, including a didgeridoo. There are good systems in place to support children who speak English as an additional language and children with learning difficulties. Parents' knowledge about their children's particular needs and interests is sought and the information used to help staff respond effectively to individual needs. Children's spiritual, moral social and cultural development is fostered.

The partnership with parents and carers is good. Good quality information about the childcare and the educational provision is shared with parents in various ways. These include a regular newsletter, frequent informal chats, parent's evenings and other opportunities to see and comment on children's records of achievement. Parents are warmly welcomed in the pre-school and have many opportunities to share in their children's learning in meaningful ways and build on what they learn in the setting. For example, parents are encouraged to stay and participate in daily play, asked to complete notes of what children do at home and see information displayed about the children's activities.

Organisation

The organisation is good.

The management committee and staff work well together to provide a caring, safe environment that effectively supports children's care, learning and play. Daily routines are flexibly implemented to respond to children's varying needs, ensuring they have opportunities for relaxing activities and more boisterous play in secure surroundings. A comprehensive collection of policies and procedures underpin the day to day running of the setting and promote children's well-being. These are reviewed annually and at other times, as necessary, to make sure all required records are kept and information is current. Policies and procedures are shared with parents so that they are well informed of how the setting works and the aims for the children. This ensures parents, staff and management work together and contributes to continuity of care for the children. Overall the provision meets the needs of the range of children who attend.

Leadership and management of the educational provision is good. Staff are well supported with good access to further training and development. Regular team meetings and opportunities to share their knowledge with their colleagues ensure all staff work together to promote the aims for children's learning. Good use is made of self evaluation to identify strengths and areas for improvement. Management and staff work with other early years professionals, such as an advisory teacher, to monitor and evaluate the quality of teaching and plan for progress. This approach supports the professional development of the staff and ensures the continuing development of the educational provision.

Improvements since the last inspection

At the last inspection the provider was asked to improve documentation relating to child protection and the complaints procedure. Policies and procedures have been reviewed and include all required information. This helps ensure parents are well informed about the childcare.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider additional ways to support children's awareness of healthy living in their personal hygiene practice and with the lunchtime arrangements.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- use the information gained in observation and assessment more consistently to plan the next steps in individual children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk