

Kirkbymoorside Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	400308
Inspection date	12 June 2007
Inspector	Christine Tipple
Setting Address	The Old Canteen, Westfields, Kirkbymoorside, York, North Yorkshire, YO62 6AG
Telephone number	01751 431519
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Registered person	Kirkbymoorside Pre School Playgroup Committee
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?

Kirkbymoorside Pre-School Playgroup is an established group which is managed by a voluntary management committee of parents. The pre-school is based in the Old School Canteen on the Westfield's site in Kirkbymoorside, which is adjacent to the primary school.

The pre-school is registered for 26 children aged from two to under five years old. There are currently 62 children on roll who attend for a variety of sessions and days. Of these, 13 are in receipt of nursery education funding. The nursery is open on Monday and Wednesday mornings from 09.30 to 11.00 for parent and toddler sessions. The pre-school operates Monday to Friday, from 12.45 to 15.15, all sessions are term time only.

There are four staff who work directly with the children. Of these, three have relevant childcare qualifications and one is attending ongoing training to achieve a qualification. The pre-school is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children manage their personal care very well through the effective routines and practices in place at the pre-school. These enable the children to develop and be independent in their personal care. The areas for the children are clean, and positive hygiene practices are carried out in relation to the food prepared for the children. Information on the care of children who are ill is shared with parents to ensure cross infection is minimised. Good practices are carried out with the children in relation to sun safety and protection.

Snacks provided offer the children a healthy and nutritious selection on a daily basis. The children usually serve themselves to their snacks and drinks during the session, this enables the children to come when they are ready. The children have a selection of foods, such as dried and fresh fruit, crackers and cheese. Drinks are provided through a water cooler and jugs and this is promoted consistently when the weather is hot to ensure the children have regular fluids.

The children have excellent opportunities to be physical both inside and out. The children are able to use the large outside area throughout the session where they have wheeled and peddle equipment as well as balls, games, painting and space to run and manoeuvre themselves confidently through obstacles. The children access a good selection of small equipment and creative resources, such as threading, small world and play dough which provide them with good opportunities to grip and manipulate materials and develop their hand-to-eye coordination skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Safety is well managed by the staff who take all relevant precautions to minimise accidents. The premises are welcoming to both the children and parents. The facilities and range of equipment, toys and resources are of good quality. These offer the children a broad and balanced selection of activities and experiences which they have the space and freedom to access and select for themselves.

The children are able to freely access the outside and inside activities during the session. Staff provide effective supervision and are vigilant in their approach. They enable the children to take chances and manage safety as part of their self development. The policy and procedures in place are suitable and support the staff, a risk assessment has been completed but is not consistently reviewed. The children are involved in the regular evacuation process of the premises and this raises their awareness of what to do in an emergency situation. Children go on outings and visits where they are able to practise their road safety to 'stop, look and listen' and to cross in a safe manner. This is also reinforced through road safety activities in the outside play area.

Key staff have attended training in relation to safeguarding children so they are informed on child protection issues. The information in place is up to date and staff are informed about what to do if they have a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter pre-school happy and keen to be involved in the range of activities provided. The younger children's needs are responded to by the staff who provide additional one to one help to ensure they are able to access the range of activities provided. Staff have the information in relation to the 'Birth to three matters' framework and are sufficiently aware of the children's different needs within this age group. The children are able to develop their independence and social skills effectively through the relationships developed with each other and the staff.

Nursery Education

The quality of teaching and learning is good. The staff have a sound knowledge and understanding of the early learning goals and stepping stones. The plans provided until recently were detailed and clear in what the children do and learn. Currently, the staff are changing the way they plan and assess the children and this continues to be developed and reviewed. The range of resources and activities provided offer the children a stimulating and interesting environment where they enjoy themselves and are learning through their play. The children are able to access the outside area throughout the session, which offers them additional space and use of resources. Staff are deployed effectively to support and encourage the children, to interact and develop their language skills. The staff provide the children with varied experiences and appropriate challenges relevant to their needs. The child-led approach by the staff in how they work with the children aims to provide a more detailed range of information in relation to individual children's learning needs. Children's records and their ongoing observations and assessment continue to develop to meet the changes taking place.

The resources and activities are mainly set out to reflect the six areas of learning which continue to be assessed by the staff to ensure these needs are fully met. The children have excellent opportunities to explore and investigate their surroundings. There are areas for the children to plant and grow sunflowers, strawberries and potatoes. The children take responsibility to water the plants, they also have a bird table and are able to fill the feeders with bird seed. The pre-school have guinea pigs which the children are able to hold and care for which is very popular. The range of books provide the children with good opportunities to sit and look at these together, they also visit the local library. On arrival the children use their name cards to register and there are suitable opportunities in the session for the children to mark make and recognise letters around them.

The children regularly count to 10 at register time and this is supported through songs and other activities. Older children recognise and use numbers in their play and staff use language such as 'full, empty, bigger or smaller' with them. There is a good selection of resources that offer the children opportunities to be creative and to develop their ideas and skills. The staff continue to develop this area to ensure this continues to provide a full range of activities and resources. The children use their imagination through the good range of role play and small world resources. Children talk about their families and take on roles, such as the policeman or doctor. Children have outings in their community and on occasion, visitors attend pre-school which extend their hands on experiences. However, the evaluation and monitoring of the care and education is not extended sufficiently to ensure this identifies the pre-school's future aims and objectives.

Helping children make a positive contribution

The provision is good.

The staff have positive relationships with the children and are very supportive of their individual needs. Time is given to the children as they need. The pre-school have a good selection of resources that promote diversity effectively. The children are involved with celebrations throughout the year and these promote activities from around the world. Children's spiritual, moral, social and cultural development is fostered.

Behaviour is supported by staff who are sensitive to the children's needs and effectively support them. The staff provide positive role models for the children in their caring and calm attitude which helps the children to settle. The children are developing their negotiation skills, to ask rather than snatch and to swap toys around as part of learning to share. Manners are promoted well and the children are good at this without a lot of reminding by staff. The staff provide ongoing encouragement and praise which is effective in promoting children's confidence and self-esteem.

Partnership with parents and carers is good. The pre-school have a good selection of information on what is offered which includes details of the early learning goals. This is provided through the registration details and the prospectus. There is a newsletter issued each term and the noticeboard offers additional information and points of interest. Staff spend time at the beginning and end of the session to talk with parents about their child's time and this is valued by them. Support is provided to enable a child to settle and parents are able to stay and be part of this process. The pre-school provide an open session once a year to enable parents to see their children's files and discuss their progress, access to this information is available throughout the year. Staff welcome parents to be on the rota to help at pre-school, and the management committee consists mainly of parents.

Organisation

The organisation is good.

The pre-school is managed effectively by the staff who oversee the day to day running to ensure the children's welfare and safety is promoted. The staff are motivated and continue to seek ways to develop and improve and are members of the local early years cluster group. Staff have been consistent and this provides continuity for the children and parents. There is a range of policies and procedures but these have not been reviewed recently by the committee with the staff to ensure these are relevant, up to date and reflect the pre-school practices. There is some information and details of job descriptions and confirmation of relevant checks on the staff employed and staff files. However, the recruitment and selection procedures are not sufficiently robust and detailed.

Leadership and management is good. The staff work effectively as a team and are committed and motivated to maintaining the quality and effective running of the pre-school. The management committee change on a yearly basis and this at times impacts on the level of input and support provided and in the operational needs of the pre-school. The staff meet on a regular basis and this ensures the sessions and overall provision for the children remain efficient and effective overall. There is support for the staff from the committee to fund the ongoing development of resources and equipment for the pre-school. An appraisal system is in place which provides the staff with opportunities to develop through relevant training courses. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The last care report recommended that the pre-school ensure that information relating to the pre-school is accessible and current. To provide details of the regulator and the procedure for complaints.

The pre-school have suitable safe storage for their records and documentation which ensures that these are accessible as required. The updating of some information has not yet been completed and continues to be reviewed. The pre-school has a complaints policy which has the relevant contact details for the regulator and is displayed for parents.

The last funded education report recommended that the pre-school develop the range of creative opportunities which included access to musical instruments for the children. To develop the process of assessment of the strengths and weaknesses of the pre-school to ensure appropriate challenges are promoted for the children.

The range of creative resources and the children's access to them has been extended throughout the session and provides them with a good selection and variety to develop their own skills and creative ideas. The staff have purchased a good range of instruments from around the world for the children to use on a regular basis. The assessment of the pre-school's care and education is not fully implemented and is currently being extended to be more effective. All the children have a positive range of learning opportunities through the activities and resources provided to challenge and extend their various skills.

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 can be seen on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- review current practices and procedures in relation to the recruitment and selection of staff and all policies and procedures to ensure these are up to date and relevant.

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):

- provide a regular system which clearly evaluates and monitors the care and education provided.

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