

# Kirkhamgate Pre School Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY344567
<b>Inspection date</b>	25 June 2007
<b>Inspector</b>	Paula Fretwell

<b>Setting Address</b>	Kirkhamgate Junior & Infant School, Brandy Carr Road, Kirkhamgate, Wakefield, West Yorkshire, WF2 0RS
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<b>Registered person</b>	Kirkhamgate Pre School Ltd
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

Kirkhamgate Pre-School Ltd was registered in 2006. It is a privately run setting based in a classroom within Kirkhamgate Primary School, situated on the outskirts of Wakefield. It serves families from the local and surrounding areas. Children have the use of one main classroom and an enclosed outdoor area. The setting opens from 08.50 to 15.30 each day in term time and children attend for a variety of sessions. There are 19 children on roll, most of whom are in receipt of nursery education funding. The setting welcomes children who have learning difficulties and disabilities and those for whom English is an additional language. There are three staff who regularly work with the children, all of whom hold recognised childcare qualifications. Additional staff are also available to work with the children when required. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children have a very clear knowledge and understanding about health and hygiene and they follow very good routines which minimise the risk of cross infection. Children are fully aware of why they need to wash their hands and they use liquid soap and paper towels in their routine to 'get all the germs off'. Children talk about why personal hygiene is important and posters at children's eye level illustrate good practice, such as 'please wash your hands'. Practitioners understand the importance of excluding sick children to protect the health of others and a very well explained sickness policy is shared with parents.

Children have an excellent knowledge of healthy eating through the daily provision of fresh fruit and good discussion about the food and drink that makes their bodies healthy. For example, children enthusiastically eat their fruit and drink milk and say 'fruit is healthy'. Children understand that some people have a special diet, such as vegetarians and practitioners give good explanations to support their knowledge. Children enjoy milk at snack time and they know they can have water to drink at any time. Practitioners fully understand how to cater for children's special dietary needs to ensure their individual health requirements are supported. All food brought in from home is hygienically stored for those children attending at lunch time.

Children's physical development is promoted very well through many opportunities for physical play indoors and outdoors. Children are very confident in moving their bodies as they explore the environment and they play actively, such as when demonstrating 'roly-polies'. They enjoy walks within the school grounds and use the good range of large equipment in the outdoor play area. Practitioners fully support and encourage children's increasing physical skills through being involved in their play, such as encouraging team games and ring games. Children are learning how their bodies change when they are active through well planned activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is given utmost priority in a very safe and secure environment. Practitioners are extremely proactive in ensuring children play safely and they assess all risks in and around the setting. Children are developing a very clear understanding of how to keep themselves safe through good examples set, interesting activities and discussion. Fire drills are practised within the main school at varying times of the day to maintain children's awareness of safety, and evacuation notices are displayed at low levels for children to see.

Children have excellent opportunities to explore their environment in safety and make independent choices about what they wish to do. Practitioners ensure children play safely with the toys and equipment by involving themselves in their play, being present and observing them at all times. The extensive range of good quality toys and resources all meet safety standards and they are used extremely well to promote the development of all the children.

Practitioners give high priority to safeguarding children and they are aware of what to do in the event of a child protection concern although no recent training has been undertaken to refresh practitioners' knowledge.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are extremely happy, confident and busy at pre-school. They fully understand and enjoy the familiar routine for care, learning and play, and there are extremely good relationships with practitioners to support their individual needs. Children are confident decision makers and they know where to find what they need to support their play and learning. Activities are stimulating and provide children with good levels of challenge suitable for their needs. Children enjoy spontaneous play and they are able to develop their imaginations well. For example, children dress up as superheroes or fairies and become engrossed in play. Group activities are used very well to encourage children to take turns and co-operate with one another. For example, they enjoy passing instruments round the circle, bouncing toys on the lycra and sitting together to play matching games.

### **Nursery Education.**

The quality of teaching and learning is outstanding. Practitioners have an excellent rapport with the children and a very clear understanding of how they learn. Teaching highly motivates the children and consequently they are making extremely good progress through the stepping stones in all areas of learning. Practitioners understand the Foundation Stage and this helps them to provide well planned play for all the children. Children are active learners within the setting and they have lots of fun. They thoroughly enjoy an exciting range of interesting activities within the continuous provision areas and the clear presentation of resources enables children to select their own challenges.

Children enthusiastically select toys and equipment for their play and they seek out others to join in with them. Children show high levels of motivation, independence and initiative within the pre-school routine and they are clear about expected behaviour. Practitioners provide excellent opportunities for children's personal, social and emotional development throughout all aspects of the routine. All children are able to join in with the activities on offer because practitioners skilfully adapt these according to their development and interests.

Children interact well with others and they confidently initiate conversations. They use talk to describe situations and to guide them in their play. Practitioners extend children's vocabulary with good explanations to children's questions and they use skilled questioning to encourage children to think. Children's language is encouraged through plenty of very animated stories, rhymes and singing, assisted by exciting puppets and props which children enthusiastically participate with. For example, children use a real pan and some pretend sausages to sing 'ten fat sausages'. Children thoroughly enjoy an increasing range of books and stories and they talk about how books are made up, describing the meaning of 'author' and 'title'. Children remember the story of 'The Bear Hunt' and they ask for this to be read again. There are extensive opportunities for children to practise writing and mark-making areas are used very well.

Children confidently explore numbers and shapes through simple daily activities, and practitioners use everyday ways to reinforce their understanding. For example, children count windscreen wipers on the front and back of cars; children are encouraged to identify simple shapes within the environment and more able children recognise and can name cubes. Children confidently count and use resources, such as compare bears to develop their understanding of simple addition and subtraction. They are aware that numbers carry meaning, such as when buying and selling things in the holiday shop role play area or talking about how many children can play in each area.

Children are curious and interested in what is going on around them. They notice change and comment on things like adverse weather, saying things like 'look that puddle has got really deep now and it's got circles in it'. Children examine objects and living things, such as plants and animals and they have opportunities to plant herbs and flowers and observe chickens hatching from eggs. They notice the changes to the sunflower growing outside after it has rained heavily and they say 'look it's got droopy petals now'. Visitors to pre-school, such as the police, help children to understand about people who help. Children know how to operate simple equipment like cameras, tills, the tape recorder and headphones and they are competent in the use of the computer, using programmes and showing good mouse control.

Children show respect for others' personal space when playing together. They enjoy a very wide range of opportunities to manipulate objects and materials and gain control over small tools, pencils and scissors. Children skilfully attempt to fasten their own clothing, managing well and persevering with zips and buttons. Children have a very clear knowledge about practices which contribute to their physical well-being, such as wearing sun-cream on a hot day to protect their skin.

Children enjoy many opportunities to express themselves through a wide range of activities. They are creative in their play and enjoy exploring different colours and textures. Children show a good awareness of different shades of colours. For example, they confidently explain the difference between light and dark green. Children observe sunflowers and then skilfully recreate their own pictures and paintings of sunflowers. Children become engrossed in role play and small world play, enacting elaborate storylines from their imaginations. Children sing spontaneously to themselves and they join in enthusiastically with planned singing time. They can name musical instruments and they enjoy practising with them to make different sounds.

### **Helping children make a positive contribution**

The provision is outstanding.

Partnership with parents and carers is outstanding. Children are valued and respected in the setting and their individual needs are met very well through practitioners' effective communication with parents and carers. Parents are kept fully informed about the setting and what their child is doing through the detailed information and photographs displayed prominently on the notice board, in newsletters and on the pre-school windows. Parents of children who receive nursery education funding have good information about the curriculum and what their child is learning. Excellent daily verbal communication with parents means that care and education is provided according to each child's needs and in keeping with their parents' wishes. A new system for recording children's progress is successfully being implemented and children's development is regularly shared with parents. Practitioners are committed to improving links between home and the setting in order to further enhance the quality of partnership with parents.

Excellent strategies are used effectively to manage children's behaviour and children behave very well. They show good respect for their peers and they use very good manners without prompting in their communication with each other. Practitioners have realistic expectations based upon children's level of understanding and they involve children in making simple decisions and helping with tasks such as sweeping the sand. Children make a positive contribution to the running of each session and they use their initiative to demonstrate they know the routine. For example, practitioners play a 'tidy up song' and children involve themselves fully in helping to put the toys away without the need for any further prompting. Children are rewarded for their behaviour with certificates which they take home. These are given for positive aspects,

such as coming to pre-school with a smiley face. Strong emphasis is given to positive interaction with children and good language, facial expressions and tone of voice are consistently used in a meaningful way when interacting with them. Children are helped to understand other people's point of view through sensitive discussion and they are encouraged to work, share and play co-operatively together. Children's spiritual, moral, social and cultural development is fostered.

Very high priority is given to ensuring the inclusion of all children. Children are learning to have a very positive attitude towards others and an good understanding of diversity through an excellent variety of activities and toys. They have access to a superb range of resources which show positive images of ethnicity, culture, disability and gender. Practitioners encourage children to understand people's feelings through discussion, such as when talking about what makes us happy or sad and how faces show what we are feeling. Excellent support is in place for children with learning difficulties and disabilities; practitioners are skilled at promoting individual learning through special play activities, close liaison with parents and other agencies and the effective use of one to one attention as well as group activities. Children are listened to and their ideas are implemented. They have a fair and equal chance to join in with all the activities throughout the pre-school. Children particularly enjoy having their turn to take one of the pre-school teddy bears home, look after him and help complete a diary about his exciting adventures which are then shared with the whole group.

## **Organisation**

The organisation is outstanding.

Children benefit from the very welcoming, stimulating, well organised environment in which they can independently access their own resources. Accessible, clearly labelled storage of toys within the room means children are enabled to select and tidy away. Activities areas are very well set out so that children can use resources effectively and their artwork is attractively displayed around the room. Children have high levels of staffing which supports their learning and enables them to enjoy plenty of high quality one to one attention as appropriate for their needs. Arrangements for staff breaks are very well organised, ensuring children are consistently cared for with no disruptions to their play.

Leadership and management is outstanding. The provider ensures thorough recruitment and vetting procedures are followed to ensure the suitability of staff who work with the children. Regular meetings take place to evaluate the effectiveness of the provision and to plan for future developments. The pre-school is very well supported by the school; pre-school children are familiar with the teaching staff and the children are included in special events taking place within school, such as special assemblies and fundraising events. Practitioners are very clear about their roles and responsibilities and they work effectively as a team, communicating well to meet the children's needs. Activities are planned together and adjusted flexibly to allow for children's spontaneity and interests. Practitioners have a clear understanding of the value of each activity, each child's abilities and the next steps in their learning. They work closely with the local authority and respond positively to advice given to improve the quality of education, such as by implementing changes to the assessment and planning process.

Practitioners have a strong commitment to their own professional training and development and relevant courses are often undertaken to enhance the care for the children. Thorough recording along with clear and comprehensive documentation is in place to support the pre-school practice, and this is filed confidentially. A comprehensive file of policies and procedures which clearly sets out the expectations of the setting is shared with parents.

Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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**

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 outstanding.

### **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):

- continue to develop staff's knowledge of child protection.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)