

Kirk Hammerton Pre-school Playgroup

Inspection report for early years provision

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| Unique Reference Number | EY349468 |
| Inspection date | 25 April 2008 |
| Inspector | Alison Margaret Walker |
| Setting Address | The Pavilions, Kirk Hammerton Playing Field, Kirk Hammerton, North Yorkshire, YO26 8DU |
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| Registered person | The Committee of K.H.P.G |
| 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?

Kirk Hammerton Playgroup is a committee run provision that offers sessional care. It opened approximately 30 years ago and moved to new premises in 2008. It is situated in the Pavilion in the village of Kirk Hammerton, which is located off the A59 between York and Harrogate, in North Yorkshire. A maximum of 24 children may attend the provision at any one time. The provision is open Monday to Friday 09.30 to 13.00 term time only. The children have access to a secure enclosed outdoor area. There are currently 31 children aged from two years to four years on roll. Of these 22 children receive funding for nursery education. Children attend from the surrounding areas. The setting employs six staff, five of these hold a relevant childcare qualification and one member of staff is working towards a qualification. The group receives support from the Early Years Partnership and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The children have excellent opportunities for fresh air and exercise by accessing the enclosed play area on a daily basis throughout the year. There is an extensive range of outside good quality play equipment which children use very competently. They are able to pedal bikes backwards and forwards and negotiate space very well. Children are able to take risks closely supervised by staff. They confidently climb up, down and jump off the climbing frame, climb in and out of the play house windows and come down the slide in different ways. Children are developing their balancing skills very well by using both feet to get across the stepping stones. A member of staff moves the stepping stones further apart encouraging the children to stretch to reach the next stone. The children do this and are very proud of their achievements.

Older children clearly recognise the importance of keeping healthy and what can contribute to this, for example, they explain that milk is good for their teeth and bones. The children thoroughly enjoy their healthy snacks and drinks. Children can help themselves to drinks of water throughout the session and they pour their drinks independently. Snack times are flexible so children are able to finish an activity that they may be involved in before choosing to have their snack. This helps create a very relaxed and positive environment for the children. The children often enjoy eating their snack outside sitting on child sized picnic tables. This enables them to continue with their outside play activity once they have finished without having to change their clothes and shoes. This very flexible approach has an outstanding impact on the children's health, personal, social and emotional development. All the staff are fully aware of individual dietary requirements and preferences, which are discussed in full with parents, such as allergies.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit from an excellent range of appropriate safety measures; for example, the outside play area is totally safe and secure with a locked gate, inside the heaters are guarded and electric sockets are protected. The children develop a very sound awareness of safety through practising emergency evacuations regularly. There are consistently good staffing ratios. As a result, the children are supervised at all times; they are unable to leave the premises unattended and are never left alone with persons who have not been vetted. There is a secure system for managing access to the setting and a consistent procedure for recording the arrival and departure of visitors. Child protection procedures are cohesive and include allegations against a member of staff. The setting has a clear written child protection policy in place, which is shared with parents. All staff have completed child protection training and, as a result, the staff know the possible signs of abuse and the reporting procedure.

The environment is extremely warm and welcoming with vibrant evidence of children's play and activity. Parents, children and visitors receive a very friendly welcome on arrival. The reception area is very informative; for example, there is information about staff, activities and topics. Space is used exceptionally well, as all areas used by the children are effectively organised and, as a result, the children can freely access all areas and activities with extreme confidence. There is an outstanding range of quality toys, furniture and equipment available which fully meet the needs of all the children attending. High quality toys and equipment are available on

child-sized tables and low shelves which are clearly labelled with text and pictures. The children choose their own activities with ease and confidence.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Activities are extremely well organised. Children are involved in a very rich, varied and imaginative range of activities both inside and outside, which supports their all-round development. The staff show a very keen interest in the children, in what they say and do. They consistently talk and listen to them and ask questions to make them think. The children are very happy, settled and relaxed. They have warm relationships with each other and the staff; for example, the children confidently approach staff to read to them and join in with their play. Activities are planned carefully to take into account each individual child's needs, capabilities and interests.

Children are very skilful communicators and competent learners. They listen intently, carefully and use language in role play, such as when putting on a puppet show and making rockets out of wooden bricks. They show a very keen interest in planting and growing. They have their own garden area where they are growing strawberries, plants and vegetables. They look at them intently and see how they are growing; a member of staff explains that the flower they can see will soon become a strawberry. They have built up a wide repertoire of songs and move rhythmically creating movement to music. They play alongside other children engaging in the same theme, recalling experience personal to them.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and are skilled in implementing it. They provide a wide range of activities and experiences to cover all aspects of children's learning. Planning covers all areas of the curriculum. All the staff clearly understand it and implement it but they are flexible in allowing for spontaneous activities which are child-led. For example, children bring in seeds from home and are keen to plant them. Staff re-organise activities to let the children plant the seeds. Assessment systems are effective; they show what the children know, understand and can do. This clearly identifies the next steps in learning. There is a high emphasis on free choice and learning through play.

All children separate from their main carer with confidence. They show care and concern for themselves; for example, they wash their hands after a messy activity, before snack time and after using the toilet. They express their needs and feelings in appropriate ways. They seek out others to share experiences and form relationships with adults and peers. Many children can recognise some familiar words, such as their names, their friends' names and days of the week. Children are beginning to write their own name, for example, on their paintings. Children use pens, chalks, pencils, scissors, different-sized paintbrushes and glue spreaders skilfully. Children listen with enjoyment and respond to stories, songs and music. Children show an interest in information and communication technology and are able to use a computer mouse and keyboard with assistance from an adult.

Children do simple calculations, for example, when working out how many bricks they need to create a construction. Many children can count and recognise numbers up to nine and beyond. They use size language confidently during play, such as taller, shorter, forwards and backwards. The children can recognise shapes, such as triangles, circles, rectangles and squares. They use shape during their everyday activities, for example, making a circle, stars and hearts out of dough.

Helping children make a positive contribution

The provision is good.

Children's behaviour is managed very positively and consistently, according to the child's level of understanding and maturity; for example, they are calm and clear regarding routines and boundaries. The setting's behaviour policy is in place, fully implemented and shared with parents. As a result, the children are well behaved; they are able to take turns, share, use manners and are cooperative at tidy up time. The children have a very positive approach to learning and they show independence in selecting and carrying out activities, for example, helping themselves to paint and paintbrushes. The setting has a complaints procedure in place, which is shared with parents and includes the contact details of the regulator. The children have access to a suitable selection of resources and some activities which support their knowledge and understanding of the world and diversity. However, an area for improvement has been identified regarding activities reflecting images of different cultures.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through notice boards, planning, policies, photographs, newsletters and daily verbal feedback from the staff. Parents play a very active part in the group. Many help on a rota basis and also contribute to several fund raising activities. There is a key worker system and each child has a profile where their progress achievements are recorded. Whilst parents can ask to see these they are not easily accessible to them and the written format is not easy to follow.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The environment is very well organised and the staff clearly know their roles and responsibilities. Routines are consistent and enable children to feel very settled and secure. All the required documentation is in place, is easily accessible and is stored securely, such as emergency contact and registration details. A good system is in place to record the staff and children's daily attendance; this is accurate and up to date. Most of the staff team hold a relevant early years qualification; therefore, they have a sound knowledge and understanding of how young children learn and develop.

The leadership and management of the nursery education is good. The staff team are fully committed to improving care and education. Staff receive good support from the highly skilled pre-school leaders who both works directly with the children. This contributes very effectively to the smooth running of the setting. The staff work with an advisor from the local authority to enhance their practice. 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 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:

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The quality and standards of the nursery education are good.

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):

- develop activities to reflect positive images of different cultures.

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):

- improve the format and parents' access to their children's profiles.

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