

Kirkby Malzeard Pre-School

Inspection report for early years provision

Unique reference number	400352
Inspection date	01/10/2008
Inspector	Lesley Clark
Setting address	Church Street, Kirkby Malzeard, Ripon, North Yorkshire, HG4 3RT
Telephone number	01765 658080
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kirkby Malzeard Pre-School was first registered to provide day care in 1992. It operates from a purpose-built unit in the grounds of Kirkby Malzeard CE Primary School. There is access to a secure outdoor play area which has a partly covered paved area as well as grass. The group is open five mornings a week from 09.05 to 11.35, and on Tuesday and Thursday afternoons from 13.00 to 15.30, term time only. The afternoon sessions are reserved for older children, known as the Rising Fives. The pre-school's registration has been extended to include a drop-off facility every morning from 08.50 and a lunch club three times a week. The pre-school offers sessional care for children aged two to five years and is registered on the Early Years Register and the Childcare Register. Currently 31 children attend the pre-school group throughout the week; nine are aged two years, 16 are aged three years and six are aged four years. They come from the local area and wider community. Children attend a variety of sessions, and 21 children receive funding for nursery education. There are systems in place to support children with learning difficulties or disabilities.

Overall effectiveness of the early years provision

The provision meets the needs of children well and ensures their safety and health. Outstanding partnerships with parents and other providers contribute significantly to children settling in quickly and turning into happy, purposeful learners. The setting is well led and managed by an effective team who have an accurate understanding of the setting's strengths and areas for development, and take effective steps to improve it. Boys and girls are considered when planning activities and children's additional needs are catered for well. The setting recognises that its systems to check children's learning are time-consuming and that adults do not use the information from observations soon enough to provide relevant activities to help children make the next steps in their learning. Opportunities for children to move freely between the indoor and outdoor learning environments require vigilant adult support because children do not self-register for outdoor activities.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- simplify assessment systems and make sure that adults use the information promptly from observations to provide relevant activities to help children make the next steps in their learning
- increase the opportunities for children to move freely and independently between indoors and outdoors.

The leadership and management of the early years provision

A well-led staff team works together well to ensure that the provision meets children's diverse needs effectively. Self-evaluation is good and leads to continuous improvement because it is shared between all staff members. It accurately identifies strengths and weaknesses, pays careful attention to welfare and plans well for children's learning and development. Vetting procedures for staff to ensure children are safeguarded are robust. The setting takes into account the views of children, parents and carers. Efficient running on a day-to-day basis means that children quickly settle into routines and work and play happily together.

The setting caters equally well for all learners, including those with learning difficulties or disabilities. Staff are suitably qualified and regular training ensures that their skills are up-to-date. Equality and inclusion are promoted well and have a beneficial impact on all children. For example, updating the role-play clothing has helped to meet the needs of boys more effectively. Staff are confident with the new approaches to learning. They have begun to reorganise how they assess children's progress. The next step is to simplify this further so that adults use the information from observations more speedily to provide relevant activities. Currently, there is too long a gap between identifying children's next steps in learning and ensuring that they are helped to make them.

Outstanding partnerships with parents, carers and other providers ensure there is a really good two-way flow of information, knowledge and expertise between all partners in children's learning, development and welfare. Most parents take turns at being on duty each day. Parents have a clearly defined list of responsibilities. This makes a major contribution to children's health and emotional well-being as parents introduce many different healthy snacks and also play alongside the children. For many this is a bridge between the 'mother and toddler group' and school; both maintain excellent links with the setting.

The quality and standards of the early years provision

The provision leads to children making good progress because they feel secure and settled and have lots of opportunities to find things out for themselves. Adults are skilled at helping children to pursue their own interests and so they learn to concentrate for long periods of time. Close relationships with their key worker give young children stability and they soon explore both the indoor and outdoor environments confidently.

Behaviour is well managed and children learn to play safely, take turns and share. They develop the habits of good learners and respect each other's needs. Arrangements for safeguarding children, such as checking the outdoor equipment daily, are well managed. In this safe and supportive environment, children thrive because they are well cared for. They have an outstanding awareness for their age of why it is important to be healthy. In part, this comes from excellent provision for children to plant seeds and care for different plants, including vegetables which they harvest and eat. This gives them direct experience of the natural world. Energetic activities both indoors and outdoors means that children test their limits safely and so become physically robust. While the setting encourages children to self-register indoors, it has not as yet extended this to outdoors. This means that

adults have to watch who goes outside and adjust staffing accordingly, and also they do not have a record of where children choose to learn which could then be used to extend their learning.

Children definitely lead their own learning. At the end of sessions they all come together for a brief time to share a story or sing together, and all do so willingly because they have enjoyed working and playing. They develop good collaborative skills and also work well independently. In these ways, they are well prepared for their future lives.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.