

Kirkhamgate Pre School Ltd

Inspection report for early years provision

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EY344567

Inspection date

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Inspector

Kate Pringle

Setting address

Kirkhamgate Junior & Infant School, Brandy Carr Road,
Kirkhamgate, Wakefield, West Yorkshire, WF2 0RS

Telephone number

01924 303735

Email

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

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 is registered on the Early Years Register and both parts of the Childcare Register. The setting opens from 08.50 to 15.30 each day in term time and children attend for a variety of sessions. A maximum of 16 children may attend at any one time. There are currently 19 children on roll, most of whom are in receipt of nursery education funding. The setting welcomes children who have learning difficulties and/or 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.

Overall effectiveness of the early years provision

In this small, caring provision children's differing needs are effectively met. Staff work closely together valuing children as individuals and, as a result, all children are included and make good progress. The team members work closely with parents, the school and other professionals to enhance their knowledge and understanding of how best to ensure that each child is nurtured in accordance with their needs. Policies and procedures are well established, however these are not dated and regularly reviewed in order to ensure that knowledge is up-to-date. Robust procedures ensure safe staff recruitment but the setting does not record information according to requirements. New systems to address the requirements of the Early Years Foundation Stage (EYFS) framework are presently being developed to record and monitor children's progress towards the early learning goals. The provider is aware of the strengths and weaknesses of the setting, however, there is no documented system to track its successes and progress with areas for improvement. The present capacity for improvement is good.

What steps need to be taken to improve provision further?

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

- record information about staff recruitment according to requirements
- develop formal systems to assess and record the strengths and weaknesses of the setting data
- review and update policies and procedures on a regular basis.

The leadership and management of the early years provision

Staff are well qualified and continue to access high levels of appropriate professional development, which ensures that they have a good understanding of

how young children learn. Records, policies and procedures are established ensuring that the needs of children are well met. However, most policies and procedures are undated and the regular review and update is unrecorded, which means that staff knowledge is not as up-to-date as required. Staff are aware of the need of how best to safeguard children, and training for child protection and paediatric first aid is up-to-date. There is good management of the security of the premises. Recruitment procedures are robust although recording of the information does not comply with requirements. Risk assessments for provision on site are clear, established and shared with the children so that they, too are aware of potential dangers. For example, one child tried to clear up spilt yoghurt on the floor to stop his friends slipping.

Relationships with parents are positive and a key worker system is in place. There is a good exchange of information, for example, about medical problems and food preferences which helps to ensure the continuity of care. Parents are aware of what is happening as staff take the opportunity to discuss with them at the beginning and end of each day, individual successes and concerns and the progress their child has made.

Opportunities to ensure that all children are included in the daily learning and development are well established. In addition, systems are in place to ensure the positive inclusion of children for whom English is an additional language and for those with learning difficulties and/or disabilities. Individual support is accessed where the need is recognised, additional funding is tendered for, and transition both into the pre-school provision and into the reception class is done sensitively to ensure that children always feel safe and secure.

The recommendation from the previous report has been addressed which ensures that all staff have a good knowledge of child protection providing improved safeguarding of children. Training has a high priority and there is clear evidence that all staff have access to a range of appropriate professional development which has enabled them to positively address recent changes, for example, planning, assessment and monitoring within the EYFS. Staff meet regularly to discuss the next steps and this often includes representatives from the main school with whom relationships are positive and effective. The manager has a suitable understanding of the provision's strengths and weaknesses but this is not sufficiently well documented to guide improvements. As yet the information gained from the progress children make is not used constructively to provide an overall picture of improvement across this stage of learning.

The quality and standards of the early years provision

The setting's small space is well utilised and children move freely, accessing a range of different areas of learning. The outside provision is developing to provide continuous provision, and children enjoy the present opportunities to access a range of large apparatus. They are very aware of the recent addition of a small playhouse and banana slide, and are excited about using these when the areas are safe.

New planning clearly links activities to the areas of learning and opportunities of the EYFS to assessment opportunities. A comprehensive system to track the progress of children is presently in process of development. Excellent links are maintained with the main school to ensure continuity and development with opportunities for children to share in particular events in the main school, for example when music groups visit.

Children quickly settle. They feel safe and secure and as a result they join in with opportunities to play and learn together happily and confidently. Key workers bond well with individuals, however, the children are also happy to work with the full range of adults. They demonstrate independence and quite happily explore the range of activities on offer together with the adult-led activities. Progress is good and even the youngest children demonstrate a developing knowledge of letters, sounds and numbers, for example, one child quite happily matched and counted objects up to 10. Through the well-planned programme of learning children have the opportunity to learn about different aspects of the world in which they live. They make collages of the different seasons, plant flowers and investigate 'what happen when...?'

Children work successfully within the classroom systems. They are aware of the timetable and are encouraged to be independent within this and take the initiative. They eat well and are encouraged to try unfamiliar foods. They use cutlery well. Their manners are good and many use please and thank you appropriately. Such personal development extends into looking after themselves. This is demonstrated as children find their own coats ready to go outside, managing to put them on without much assistance. Similarly they access the toilet, flush the toilet and wash their hands afterwards. Emotionally they also show signs of good development as they take turns in playing together and begin to share toys and other resources.

Levels of communication are particularly good. Children join in conversations with adults and other children, responding appropriately with interest and motivation. They listen attentively to recordings of different noises and take it in turns to identify what the sound could be. Access to a good range of resources ensures that children have the opportunity to use their speaking and listening skills in different ways as they join in 'sounds and letters', listen to stories and consider how to solve problems.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.