

# Kirk Merrington Pre-School

Inspection report for early years provision

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**Unique reference number**

314118

**Inspection date**

25/02/2010

**Inspector**

Andrea, Marie Paulson

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Kirk Merrington pre-school was established over 20 years ago, and is managed by a committee of parents and staff. The pre-school offers sessional day care and is registered to care for 20 children aged two to five years old. It operates from two adjoining rooms within a single storey building, situated near the centre of the village. Children have access from one of the rooms to an enclosed outdoor play area. The pre-school serves children from the local and surrounding areas.

There are currently 23 children on roll, of whom 16 receive nursery education funding. The pre-school offers support to children with special educational needs and/or disabilities.

The pre-school is open five days a week for 42 weeks of the year, and sessions are from 9am to 12.30pm. Children attend for a variety of sessions, and have the choice to stay for packed lunches which are provided by the parents.

Five members of staff work with the children, all of whom have relevant childcare qualifications. The pre-school receives regular support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The high level of constructive interaction of the staff and their commitment to support individual care and learning ensure that individual needs are met well. Children, therefore, make good progress and each child actively participates in this inclusive, exciting and imaginative setting. Their health and safety are particularly well promoted through effective risk assessments, mostly thorough policies and procedures, and well-established practices. Partnerships with parents and others involved with the children are generally strong and support their welfare, education and transition to school. Self-evaluation processes show a good understanding of the pre-school's strengths and the areas for further development, with significant improvement having been made to the premises since the last inspection.

## **What steps need to be taken to improve provision further?**

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

- update the complaints policy to inform parents that they can request to see a written record of complaints, and that Ofsted can be contacted independently of the procedure
- share information with parents about their children's learning and development more frequently in order to further promote continuity of learning at home.

## **The effectiveness of leadership and management of the early years provision**

Strong management and secure recruitment practices ensure that staff are suitably vetted, and are able to implement the pre-school's inclusive policies and procedures. The highly motivated and qualified staff team work well together in caring for and safeguarding the children. They are active and alert in supervising children and encouraging safe practices. The manager with responsibility for safeguarding issues has current knowledge which is shared with all staff. The self-evaluation of the provision and the additional training undertaken demonstrates their conscientiousness in driving further improvement. Previous recommendations have been met, and the outdoor area has been considerably improved. Risk assessments manage potential hazards well and staff take responsibility for completing checks and maintaining appropriate records, so ensuring the children's safety. The pre-school staff follow consistent good behaviour management techniques to enable children to keep themselves safe. The policies are comprehensive, with the minor exception of the complaints policy which is not updated to reflect more recent information.

The highly skilled staff work hard to set up the premises to provide a well organised setting, which is bright and colourful with imaginative displays. The space is used to its maximum potential so resulting in stimulating play areas, which are well used by the children. Resources are deployed creatively throughout the rooms to provide a flexible and extensive range of learning experiences which are age-related, of good quality, innovative and appropriate to the children's stages of learning. Children have much choice of a wealth of exciting activities, so maintaining their high level of interest and encouraging their active participation. Each child's unique qualities are valued and the key worker system helps to provide sensitive and flexible care to meet each child's needs well. The pre-school promotes equality and diversity in raising children's awareness of the wider world through practical activities and related resources. Children, therefore, know they are valued, settle well in the familiar routine and respond well to staff in this fun and friendly setting.

Strong partnerships with parents, schools and others involved with the children are instrumental in promoting their learning and well-being to a high level. Parents are involved in their children's welfare through various means of communication including newsletters and informal conversation. They are also involved in the committee and much fundraising in the community has resulted in significant improvements to the premises. Children's progress in their learning, though, is less frequently shared with parents so that the continuity of learning at home is not fully promoted. The parental feedback includes comments about the friendly, approachable staff and how happy the children are to attend.

## **The quality and standards of the early years provision and outcomes for children**

Children's learning and development are supported through key workers and in partnership with parents. The manager and staff implement the overall and individual planning to ensure a balance across all the areas of learning. The tracking and observation systems are used to note each child's progress, and to plan the next steps towards the early learning goals. Planning and observations ensure all children have experiences built on their interests and ideas. The staff take pride in their work and make a strong team in supporting children's play and learning.

The provision for children to enjoy and achieve is outstanding. Staff are committed to providing a wonderful experience for each child in this well-organised, fun environment. The children take an active part in the sessions and freely make choices of stimulating activities both indoor and outdoor. Children create a 'treasure map' and then go outside to mark a trail, 'bury' the treasure and mark the spot for other children to follow and find the treasure. Their sensory awareness is very well promoted through many textured resources, and as they explore and compare the feel of flour, salt and straws. Children squeal with delight as they play together with coloured, stretchy material.

The outcomes for children's welfare are good with the promotion of healthy life-styles being outstanding. Regular use of the outdoor space means the children enjoy the benefits of natural daylight and fresh air as they have fun in this stimulating area. They learn how fruit, vegetables and flowers grow in their vegetable garden or at the allotment nearby. Children also have plenty of exercise indoors through lively action songs which they enjoy. The snacks are healthy and drinks are constantly available, to which children have independent access. Children can bring packed lunches to a very well planned and social occasion, with staff and children eating together and enjoying each other's company and conversation. They develop good hygiene practices through following established routines so that they know to wash hands, put tissues in the bin so as not to spread germs, and as the premises is kept clean throughout the session. Children feel safe in the secure environment as they benefit from the alert and well planned supervision. They learn how to play safely with toys and consider each other when finding a space to sit down.

The skilful interaction of staff extends the activities and further challenges children, for instance, as they immensely enjoy their play with the stretchy material and explore 'slow and fast', 'side by side' and 'way up high' movements. They learn about 'threading' the material through their hands to move it around the circle, so working well together. The staff create a high level of spontaneous learning through play, such as, children observing that a cup of water is 'empty', or has a 'little bit left' and they describe 'zig zag' patterns made by scissors. The 'Circle time' consistently helps the children learn about rules and gives well supported opportunities to develop their communication skills through active conversation. They concentrate and listen well to the story. Letters, numbers and shapes are displayed throughout the rooms and outside, so that labelling helps to reinforce

children's familiarisation with simple words. All enjoy rhymes and counting in their play and when responding to music. They link letters with sounds and think of rhyming words, such as 'carrot and parrot'. Their number skills are extended as they work out 'how many boys, girls and how many altogether'.

Children's work is valued as their pictures are displayed including collages and mobiles. They show increasing mouse skills on the computer. Musical toys and computerised toys all help children to become familiar with information technology as part of developing skills for the future. Children are encouraged to make a positive contribution and learn social skills as they share toys, take turns, tidy away and help each other. Staff treat each child with warmth, friendliness and respect so that each child feels welcome, for instance, as they sing the 'welcome song' and enjoy their time at the provision.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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