

Kirkbymoorside Pre-School Playgroup

Inspection report for early years provision

Unique reference number 400308
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Inspector Deborah Wylie

Setting address The Old Canteen, Westfields, Kirkbymoorside, York, North
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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*.

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Description of the setting

Kirkbymoorside Pre-School Playgroup was registered in 1993 and is managed by a voluntary management committee. The pre-school playgroup is based in the old school canteen adjacent to Kirkbymoorside Community Primary School in Westfields, Kirkbymoorside near York. Children also have access to an outdoor play area. A maximum of 26 children aged from two to under five years old may attend at any one time. There are currently 45 children on roll who attend for a variety of sessions. The pre-school playgroup is open on Tuesday, Thursday and Friday mornings from 9.15am to 11.45am. It also opens on Monday and Wednesday afternoons from 12.45pm to 3.15pm. All sessions are term time only. It is registered by Ofsted on the Early Years Register. There are four staff including the manager who work directly with the children. One member of staff has qualified teacher status. The others hold appropriate childcare qualifications to levels two, three and four.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by suitably qualified adults who support their individual needs using information from home and from the setting. Children enjoy their learning and show confidence throughout the sessions. However, there are weaknesses in the procedures which aim to ensure the safety of the children and a smooth running, quality learning environment. Partnerships between external agencies and the setting are developing, so that children make adequate progress towards the early learning goals. Self evaluation by leaders alongside other external support shows that there is satisfactory capacity to improve.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct risk assessments in line with Early Years Foundation Stage statutory requirements (Suitable premises environment and equipment) 31/03/2010
- ensure that the statutory requirements regarding accidents and first aid are met (Safeguarding and promoting children's welfare) 31/03/2010
- ensure that all statutorily required documentation is kept on site and is readily available for inspection (Documentation) 31/03/2010
- plan and provide more adult led and child initiated experiences which are appropriate to each child's stage of development, as they progress towards the early learning goals (Organisation). 31/03/2010

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

- ensure that rooms are maintained at a temperature which maintains the comfort of the children and staff.

The effectiveness of leadership and management of the early years provision

Staff have received training to deal with any safeguarding incidents and confidently explain appropriate procedures that they need to follow in relation to safeguarding children.

Policies and procedures are in place at the setting to ensure that children's welfare needs are suitably met. Leaders have recently introduced an appropriate new system that supports them to monitor children's progress in their learning and development. However, this is still in its earliest stages and has not yet become embedded sufficiently to show consistent progress for all children.

Self-evaluation includes feedback from parents and it indicates some appropriate areas for improvement such as developing the area for parent information, and sharing more information from home regarding children who are toilet training. The committee supports the setting by maintaining documentation but this is kept off site and was not available during inspection which is a requirement of the Early Years Foundation Stage.

Staff promote equality and diversity appropriately through a range of opportunities including the use of resources that reflect a wide range of cultures and occupations such as dressing up clothes representing emergency services. The setting works in partnership with others so that children's individual needs are met. For example, regular visits from an Inclusion Coordinator have been documented and notes identify how the group has followed advice to ensure that children's individual special educational needs are met appropriately.

Staff can discuss what they do to risk assess the building daily, although, documented evidence of this was not available during inspection as records are kept off site. The temperature of the dated building is not sufficient to ensure children and staff are comfortable throughout their time at the setting. Also, there are some inconsistencies in accident procedures that are not in line with policy documentation or statutory requirements.

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

Planning systems have been reviewed, but in the current form, short term weekly planning does not offer the appropriate balance of adult led and child initiated experiences. Adults support children to improve their abilities to negotiate and to take turns with one another when using toys and equipment.

Children are able to make choices in their play because they know the routines and are encouraged to initiate their own play by the layout of their play space. They show enthusiasm and excitement as they arrive by sharing their news and by asking questions about what the staff have been doing. The ample space of the building offers children opportunities to engage in a wide range of predominantly child initiated opportunities such as role play, reading books in the book corner, using the musical instruments, or exploring sand in the sand tray. Outdoors there are opportunities for physical development on toy tractors, cars and tricycles which children propel forwards. They play alongside one another happily and behaviour is appropriately supported by adults, for example when disagreements over toys occur. They sit patiently when waiting for their snack at the cafe and they explain the variety of snacks they eat such as fruit or toast. Adults support children by playing alongside them and by offering them activities such as pictures of fish to glue sequins onto. They talk about the pictures and about the shapes of rolled out play dough. Parents share positive feedback through regular evaluation forms that they complete, and through the well used 'home school' books. There are many opportunities for children to engage with information communication technology such as the karaoke machine which also stimulates dancing and singing helping children to develop skills for the future.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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