

Kirkburton Pre-School

Inspection report for early years provision

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Inspector	Hilary Mary Mckenning
Setting address	The Sports Hall Hallas Road, Kirkburton, Huddersfield, West Yorkshire, HD8 0QQ
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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.

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Description of the setting

Kirkburton Pre-School has been operating for a number years. The group has charitable status and is owned and run by a voluntary management committee. It operates from a local authority building in Kirkburton, Huddersfield and serves the local community and surrounding areas. A fully enclosed area is available for outdoor play. The group is registered for a maximum of 26 children from two to under five years at any one time. It opens from 9am until 12 noon, Monday to Friday, extending to 3pm on Mondays and Wednesdays, during school term times.

There are currently 43 children aged from two to under five years on roll. The group employs seven permanent staff, of these, four hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and both parts of the Childcare Register. The pre-school receives support from the local authority and is a member of the Pre School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and participate in the range of interesting activities where they can learn about themselves, discover differences and initiate their own play. Children are making progress in their learning and planning is focused around their interests within a supportive environment, although these are not fully established to plan for individual children's learning.

Most of the required documentation is in place, and there are policies and procedures to ensure children's welfare is promoted. There are positive links with parents and the provider is developing links with other settings. The provider recognises the value of continuous improvement and is developing a system to monitor and evaluate the service they offer, although some areas for development raised at the last inspection have yet to be addressed.

What steps need to be taken to improve provision further?

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

- develop further observations and assessments across all areas of learning and identify the next steps in children's learning
- use the information from observations and assessments to plan a variety of purposeful activities and experiences, to meet children's individual learning needs and offer appropriate stimulation and challenge
- consider organisation of group times to provide age-appropriate activities and provide opportunities for children to develop their independence and self-help skills
- ensure risk assessments are completed, reviewed and cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The provider has an appropriate awareness of safeguarding children and there are clear processes to follow should there be any concerns they may have about a child. There is a selection of policies and procedures, which are shared with parents and contribute to the operation of the service and the welfare of the children. Most required records and documentation are in place, these are stored securely and there are appropriate systems to record any medication administered and any accidents. Appropriate vetting procedures ensure that all adults in contact with children are suitable to do so.

Children are aware of how to keep themselves safe as all children are involved in regular fire drills and discussions with staff around safety and why rules are needed. A daily health and safety check is completed by staff and risk assessments are completed for the premises, and areas requiring attention are acted on to ensure that children are kept safe. However, this does not include all areas that children have contact with.

There is a positive relationship developing between staff, children, and their parents. Staff regularly share information with parents through the notice board and newsletters, and daily feedback keeps them up-to-date about their child's day. Parents are encouraged to share their ideas and make use of the suggestion box. The setting is developing some links with other providers of the Early Years Foundation Stage framework, although this is still in its initial stages. The provider is beginning to develop a system to monitor and evaluate the service following recent changes to the management team.

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

Children are happy and confident within the familiar setting and they readily select activities and games they wish to play with. There are positive relationships developing between the children and staff, and they eagerly involve staff in their play. For example, a group of boys ask staff for help to complete a large floor puzzle of the planets.

Children are introduced to healthy lifestyles. Children follow established hygiene routines and appropriate measures are in place, allowing children to independently access the bathroom facilities. However, the organisation of group activities does not ensure that all children's needs are appropriately met and offer challenge or stimulation. Children are happy and share their favourite books with their peers and staff, joining in with the familiar parts of the story. Children are competent when clearing away activities and eagerly join in with the dust pan and brush when sweeping the floor and putting away activities. There are suitable systems in place to deal with accidents involving children and all written parental permissions are in place. Children have access to outdoor facilities each session and

successfully manoeuvre wheeled toys around the play area. Children are encouraged to practise self-help skills as they successfully follow instructions when trying to put their coats on before going outside to play. Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through appropriate examples and are beginning to appreciate diversity; for example, by taking part in other festivals and celebrations.

The staff group are developing an understanding of the Early Years Foundation Stage framework. They are appropriately qualified and have a satisfactory understanding of how children learn. Staff record observations and assessments that reflect children's achievements. However, they do not consistently identify the next steps in children's learning, and the planning is not used to promote this. As a result, children's individual learning and development is not fully reflected in the planning.

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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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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