



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311319

DfES Number: 519535

INSPECTION DETAILS

Inspection Date	02/12/2004
Inspector Name	Sarah Gilpin

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kirkburton Pre-School Playgroup
Setting Address	The Sports Hall Hallas Road Kirkburton Huddersfield West Yorkshire HD8 0QQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Kirkburton Pre-School Playgroup 519330
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ORGANISATION DETAILS

Name	Kirkburton Pre-School Playgroup
Address	The Sports Hall, Hallas Road Kirkburton Huddersfield West Yorkshire HD8 0QQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kirkburton Pre-School Playgroup has been operating for a number years. The group is voluntary and operates from the sports hall in Kirkburton, Huddersfield. It opens from 09:00 until 11:45 five days a week, during school term times. The group serves the local community.

The setting is currently caring for 27 children of which 11 three-year-olds and 6 four-year-olds are in receipt of nursery education funding. There is provision for children with special educational needs (SEN) and those children who speak English as an additional language (EAL).

The group provides sessional care and children attend for a variety of sessions.

There are five part time work with the children who are currently on training programmes. The setting receives support from the Local Authority. The nursery is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Kirkburton Pre-School Playgroup provides good quality care for children. The well organised playgroup is managed effectively and suitably qualified staff provide a warm and welcoming environment for children. The majority of the policies and procedures that are in place have sufficient detail and are successfully implemented by the staff to promote the safety and well-being of children.

Staff give high priority to children's health and safety, they are vigilant and work directly with the children throughout the session. There is a high adult to child ratio which is enhanced by the regular support of parents. Children are encouraged to be aware of their own needs and can freely access refreshments as required.

The playgroup is well resourced, with stimulating range of good quality equipment. Planning demonstrates that children enjoy a wide range of activities that successfully promotes their learning. There are good relationships between the staff and children

and their behaviour is managed well through a consistent approach where praise is given freely.

There is a successful partnership with parents. They are informed about the playgroup through regular newsletters. Parents are invited to become involved in their children's learning through displays of planning. Verbal exchanges as the children are collected ensures that parents know about the children's achievements and the days events.

What has improved since the last inspection?
Not applicable.

What is being done well?
<ul style="list-style-type: none">• There is a good partnership with parents who enjoy working alongside staff during playgroup sessions each week.• Staff successfully build warm and trusting relationships with the children, who as a result are confident, happy and well settled. The children enjoy close interactions with staff who ensure that children gain from every experience provided for them.• The playgroup environment is well organised by staff to promote children's independence and natural curiosity.• The organisation of the rolling snack session means that children can independently access refreshments as they require ensuring their individual needs are effectively met.

What needs to be improved?
<ul style="list-style-type: none">• the detail of specified documentation.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)
There are no complaints to report.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Review the written statement for parents that provides details of the procedure to be followed if they have a complaint ensuring that Ofsted's contact details are included.
13	Review the child protection policy to ensure it fully complies with the local ACPC procedures and contains how allegations made against staff would be dealt with.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kirkburton Pre-School provides a very interesting and stimulating environment for children, who as a result make very good progress in all aspects of their learning.

The quality of teaching is very good. The staff have an excellent understanding of the foundation stage and demonstrate a clear understanding of how children learn. On occasion the enjoyable story sessions are disrupted by the younger children. The staff build warm and affectionate relationships with the children to ensure they feel safe and secure in the setting. Staff plan effectively for the children's learning and their assessments of children's progress are illustrated well by evaluative observations and samples of children's work. There is suitable provision for children with SEN and those with EAL.

The leadership and management is very good. The play leader is committed to providing good quality care and education for the children attending the group. She recognises the groups strengths and areas for development and views the inspection process positively. The leadership and management team is well defined and supports staff in caring for the children and provides opportunities through appraisal and training for professional development.

The partnership with parents is very good. Parents comment positively about the playgroup staff and the learning environment. They are provided with a good level of quality information about the setting and displays of plans for children are informative. They are successfully included in children's learning when they help out during sessions. There are regular opportunities for parents to receive information about their children's progress.

What is being done well?

- Parents are successfully made to feel welcome and valued through a range of planned opportunities such as working alongside staff during the session.
- There are very good relationships between staff and children this means they are secure, confident and very happy in the playgroup.
- Children's spoken language is developing really well, three-year-old children effectively negotiate with their peers and the more confident children have good conversational skills.
- The staff's sound knowledge of the foundation stage ensures they plan effectively for the children and as a direct result children make very good progress in areas of their learning.
- Children enthusiastically and freely experiment with their own creativity and thoroughly enjoy access to a broad range of craft activities.
- The staff assess children's progress effectively and use the information

systematically to plan for their future development and learning.

What needs to be improved?

- the organisation of story sessions

What has improved since the last inspection?

As there were no significant weakness to report at the previous inspection in 2000, staff were asked to consider to giving priority, in the recording of children's progress and achievement, to the skills of early reading and writing, and problem-solving in mathematics. They have made significant progress in this and the staff have developed their assessments of the children's progress in line with the early learning goals. These records now clearly show children's progress over time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very well settled, they are confident, curious and motivated to learn. They talk freely about themselves, their homes and families, build very warm and trusting relationships with staff and are beginning to develop strong friendships with their peers. Children are very independent, they self serve at snack time and manage their personal needs really well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children thoroughly enjoy stories, both one to one and at large group time, the older and more able children become engrossed and can easily retell events and sequences, on occasion this is disrupted by the younger. The children speak very clearly and in detailed sentences as they talk about what they see and do. Children enjoy practising their early writing skills and the more able children can accurately form some letters of their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy numbers and readily engage in counting activities, such as during board games and in their construction and creative play. They have a very good awareness of shapes and can recognise them in the things they make, such as when modelling with dough. Children are beginning to problem solve using methods such as counting their fingers to answer questions and estimate how many.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are very confident when using the information technology equipment, they competently use the mouse to click and drag to activate programmes. They purposefully build, they talk and think carefully about what they make and they successfully create three dimensional models and interesting collages. Children are really interested in those around them and question what they see to find out more.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to confidently use a range of large and small equipment, such as riding bikes and scooters. They enjoy engaging in many activities which promotes their developing hand-eye coordination, for example using very small pieces to make collage pictures. Children can easily manage dressing and undressing with little adult support in particular when accessing the toilet facilities or the outdoor area.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>The children effectively use their personal experiences to extend their role-play activities, they particularly enjoy dressing in costumes and ceremonial clothing. They enjoy engaging in music and movement activities, they enthusiastically display a sense of rhythm and time. Children experiment freely with their own creativity, they enjoy the well stocked workshop area and produce some interesting collages and pictures.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Review how stories sessions are carried out to ensure all children gain equally from the experience.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.