

# Kirk Hammerton Pre-school Playgroup

Inspection report for early years provision

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**Unique reference number** EY349468  
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**Inspector** Ingrid Szczerban

**Setting address** The Pavilions, Kirk Hammerton Playing Field, Kirk Hammerton, North Yorkshire, YO26 8DU  
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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

Kirk Hammerton Playgroup was established in 1972 and was registered in 2007 at its current premises. It is a committee-run provision that offers sessional care. The playgroup operates from the Pavilion in the village of Kirk Hammerton, located off the A59 between York and Harrogate, in North Yorkshire. A single playroom is used by children and they have access to enclosed outdoor play areas. Children from the surrounding areas attend and children with learning difficulties are supported in the setting.

A maximum number of 24 children may attend the provision at any one time. There are currently 34 children aged from two years to four years on roll. Of these 22 children receive funding for nursery education. This provision is registered by Ofsted on the Early Years Register.

Opening times are, Monday to Friday 9.15am to 12.15pm, with an optional lunch club from 12.15pm to 1pm, term time only. An afternoon pre-school session for the older children is also held on Thursday afternoons. The setting employs six staff, all hold relevant childcare qualifications to level 3 and one has a degree. The group receives support from the Early Years Partnership 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 outstanding.

Superb attention is given to meeting the individual learning and development needs of children. They take part in an extensive range of activities and make excellent progress in all areas of learning. Inclusive practice is promoted exceedingly well and children are very much valued and respected as individuals. There are predominantly robust systems in place to promote the welfare needs of children. Relationships with parents, carers and links with external agencies, are second to none. The provider assesses the effectiveness of the setting very well indeed and areas for improvement are accurately identified. An outstanding capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

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

To further improve the high quality early years provision the registered person should consider:

- extending the detail entered in all the accident records to specify the exact part of the child's body which is injured.

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

There are predominantly robust systems in place to promote the welfare needs of children. The staff team have undergone appropriate checks, they all hold current first aid certificates and have completed training in safeguarding children so that they know how to deal with any concerns which may arise. Comprehensive written risk assessments are implemented most effectively to ensure that children remain safe and all potential hazards are minimised. For example, the gates in the outdoor play areas are locked so that children may not leave unsupervised. A visitor's log is kept and all medication and accidents are recorded. However, the accident records do not always specify the exact part of a child's body which is injured. Comprehensive policies and procedures are routinely reviewed, signed and updated when needed and all necessary written consents are obtained from parents.

Extremely effective leadership and management in the pre-school results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage exceptionally well. The exemplary organisation of space and resources meets all the children's individual needs and fully enables them to develop independence, make choices and ensures inclusion. The staff are deployed effectively both inside and outdoors to meet the needs of children. Children safely choose their toys and games which are all stored at their height, so they are very autonomous and supremely confident. All resources used by children are of high quality, challenging and appropriate to their ages and stages of development.

Relationships with parents, carers and links with external agencies, are second to none. Parents are very much partners in their child's learning. Innovative practice, such as, devising the 'home is where the heart is' system, whereby parents record on heart-shaped post-it notes what their child does at home helps practitioners to tailor activities to the individual and promotes excellent partnership with parents. The manager invited a speaker to share with parents the subject of 'how your child learns and how you can help.' Parents receive packs of information about policies and procedures, information about the curriculum and ideas about how they can support the learning. Links with external agencies are successful in promoting very positive outcomes for children. These include teachers and health professionals. There is an exceedingly good commitment to inclusion. Children with learning difficulties are supported extremely well and make rapid progress. Key workers attend appointments with parents, for example, to speech therapy to foster consistency of children's learning between settings. Makaton and signage are used in the setting to greatly improve communication. High quality displays and resources reflect the users of the setting and the wider world. The customs, music and food of different cultures are celebrated with children so they learn to value their own way of life and those of others.

Self-evaluation demonstrates rigorous monitoring and searching analysis of what the setting does well and areas of development. Parents, staff and children are highly involved in the evaluation of the service. Staff are enthusiastic and highly motivated to constantly improve outcomes for the children. They visit other

settings to see first hand how their own practice may be improved and attend numerous training courses. Children's independence is improved because a low hand basin has been fitted in the playroom and a new shed outdoors has been superbly organised to allow them free access to their toys. Parent's views and requests have brought about changes to certain aspects of practice. For example, concerns about children becoming too muddy when playing out are addressed by acquiring waterproof trousers for children to wear. Children's requests are listened to and their ideas are acted on by staff. The recommendations from the last inspection have been fully implemented resulting in the most positive outcomes for children. The development files are now kept in drawers in the entrance hall for parents to freely access, so children's individual learning needs are crystal clear and parents also contribute to the records. Children's experiences of different cultures are greatly improved. Staff incorporate subjects relevant to children to enrich their understanding of other ways of life, such as, the Japanese Cherry Blossom Festival and the German celebration of St. Martin's Day.

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

A rich, vibrant and varied environment, coupled with meticulous individual observations, assessments and plans, means that all children are eager to attend, show superb levels of curiosity and make significant gains in their learning. An excellent key person system is established and the wishes and views of children and their parents are given utmost priority at all times, particularly at times of transition. For example, before children start school, the key person lends excellent support. Plans for activities are implemented flexibly by highly knowledgeable staff who have an excellent understanding of how young children learn best. When children are following their own direction, they are not interrupted by staff but instead are left alone, or if appropriate, encouraged to extend their ideas.

Staff motivate and inspire children with their enthusiasm and very effective questioning techniques. The individual interests of all children are consistently observed by staff and their ideas are acted upon by staff. For example, a child noticed a tiny spider on the ground and the staff popped it into a magnifying box for a short while for them to observe. The child watched the spider closely while the adult encouraged her to talk about what was happening.

Extensive opportunities are presented for children to learn about nature and investigate a wide range of materials. The children help to grow fruit and vegetables and they are keen to dig with trowels in the outdoor play area. Visits to see farm animals, such as, pigs are arranged and children reflect their observations in art work when they return. Magnets and magnifiers capture children's interest and teach them about the world around them. They know that magnets will only stick to metal and delight in testing out a multitude of surfaces around the playroom to attach them to, such as, a radiator cover and the screws on an easel frame.

Children's behaviour is exemplary. Relationships are very strong at all levels. The children are happy, they can share, enter the setting confidently and have friends

they like to be with. Children readily approach adults and engage in small group activities with, or alongside their peers. New children are given time and space to decide when, how and where they want to play, as a result, they finish the session fully engaged and confident in their environment. Supervised risk taking is encouraged so that children learn how to stay safe. With support from adults they jump from a frame above their head height onto the grass below. They know not to jump when another child is in the way and they wait until their landing area is clear. This also challenges their physical development, promotes self-confidence and is tremendous fun. Regular fire drills are practised and visits from the fire brigade are arranged, so children learn very well about fire safety.

Children move around between inside and outdoors with absolute freedom, so fresh air and exercise are integral to their daily routine. They love to be active and healthy lifestyles are promoted very well. Only healthy snacks are given to children, fresh fruit and water to drink. Themed topics about food include discussions, growing fruit and vegetables, tasting sessions and preparing food, so children learn well about foods which are good and bad for them.

The staff use number and counting as second nature to expand children's understanding of numeracy in everyday activities. For instance, at circle time children are encouraged to raise their hands to indicate how old they are, three or four. The children count each group and calculate that there are more three year olds than four year olds. Children's creativity is greatly valued. Their free art work is prominently displayed and they use a variety of media to express themselves. Two children playing in sand mould round shapes with their hands and decorate them with pebbles, one child says 'look, mine is smiling.'

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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