

# Kirkbymoorside Pre-School Playgroup

The Old Canteen, Westfields, Kirkbymoorside, York, North Yorkshire, YO62 6AG

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 16/10/2012 |
| Previous inspection date | 08/02/2010 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- where children's starting points are below expected levels they are improving and the achievement gap is closing
- staff are skilled at developing children's language skills which contributes to their readiness to learn
- all children, especially the very young and those with additional needs, are forming secure attachments with carers which is contributing to their confidence and self-esteem
- children cooperate well together in their play and are very accepting of each other, adapting their play to take account of others' wishes
- partnership with parents is strong and parents feel they are well informed with regard to their children's progress
- through observation and assessment staff have an accurate understanding of all children's skills and abilities which means they are able to plan for the next steps in their learning

### It is not yet outstanding because

- the outdoor environment requires further development to enable full access in all

conditions. For example by the establishment of a shelter and all-weather play surface

- there is a limited range of programmable toys available to enable children to fully develop their understanding of technology

### Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### Inspection activities

- the inspector undertook a tour of the premises
- the inspector made observations of staff and children
- the inspector interviewed a key worker and the leader
- the inspector reviewed a sample of policies, procedures and records
- the inspector talked with parents

### Inspector

Geoff Dorrity

### Full Report

#### Information about the setting

Kirkbymoorside Pre-School Playgroup is led by a parent committee. It is housed in a purpose-built modular building, of which it has sole use during opening hours, together with a safe and secure outdoor area. The building has disabled access. It is situated in the rural market town of Kirkbymoorside on the site of the primary school and serves the local

community.

The pre-school playgroup is open mornings from 9am to 12am and 12.30pm to 3.30pm with a lunch club 12am to 12.30pm. All sessions are term-time only. It is registered by Ofsted on the Early Years Register. A maximum of 26 children aged from two to under five years old may attend at any one time. There are currently 35 children on roll who attend for a variety of sessions.

The setting delivers the free entitlement for two, three and four year old children. They support children with additional needs and children who are learning English as an additional language.

There are four full-time members of staff. One is a qualified teacher, one holds a level 4 qualification and two are qualified to level 3. The setting receives support from the local authority Learning and Teaching Consultant.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance the outdoor area so that it is accessible to children in all weather conditions
- increase the range of programmable toys and information technology available to the children to enable greater understanding of and access to technology.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in the pre-school. They take part in a range of activities that cover all areas of learning and provide positive challenge and interest. Upon entry to the setting, the staff carefully establish children's starting points for learning. Staff use these well to plan specific activities based on children's interests and matched to their needs. Staff monitor children's progression through a range of on-going observations. They effectively share this information with parents through home learning books and encourage them to become involved in their child's learning. For example, by using the book scheme and reading with their children at home.

The indoor environment is well laid out with discrete areas for learning, such as role play, reading, and creative areas. However, there are limited resources to promote skills in the

use of technology. There is freeflow to the outdoor environment which is resourced for physical development with such equipment as stepping stones, large tractor tyres and a climbing frame. Black and white boards are available for mark making and posters and displays promote knowledge of the weather and number. There is a growing area, where children grow potatoes, beans, squash and herbs. A separate area supports the development of exploration and imagination. However, much of the outdoor area is inaccessible during inclement weather.

Staff support children consistently well in developing new skills and a positive attitude towards their next stage of learning. For example, children enhance their language skills in a variety of ways. The environment provides opportunities for them to explore and experiment. Children notice that there are leaves floating in the water tank. They are then supported by the member of staff to experiment with other objects. They are asked to predict whether these objects will float or sink. A large spider discovered in a container prompts discussion about the size of body and length of leg developing the children's mathematical language and understanding.

Children listen and concentrate well when speaking to adults. In the creative area they are busy using different materials to create a variety of patterns. Staff focus on the language of colours, and children verbalise which they are choosing. They are confident and share equipment happily. In this sharing they say 'I've got yellow, but where is green. You need green', demonstrating their colour knowledge but also awareness of others and the co-operative skills promoted by staff.

### **The contribution of the early years provision to the well-being of children**

A well-established key person system helps children form secure attachments and promotes their well-being and independence. Transitions are managed well with pre-visits and induction sessions organised for new children to help them familiarise themselves with the setting and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps them to settle in, understand the routine and know what is expected of them. Parents comment on how well their children have settled and how much more confident they are than when they started.

Staff are good role models for behaviour. They encourage children to share and take turns and as a result children behave well and play cooperatively. They show some awareness of each other's needs and happily adjust what they are doing to accommodate others. For example moving to a different position around the water tub to enable other children to participate, without prompting.

A positive attitude towards healthy lifestyles is promoted. Water or milk are freely available. Children enjoy harvesting the crops grown and making soup. Those staying for the lunchtime session bring their own food. These periods are very sociable occasions and actively contribute to the children's social development. The setting invites guest speakers in to support parents in creating a healthy packed lunch.

Children are encouraged to manage their own personal needs. They know to wash their hands before eating, after messy activities or toileting, without prompting. A prompt sheet above the washbasin shows them how to wash their hands effectively.

Outdoors they can run freely and explore the natural environment. The freeflow between the indoors and outdoors promotes this physical development. Children push prams up and down the ramp, and create their own 'following games' developing balance and control.

Transition arrangements are in place for when children move on to school. Visits are arranged to the school, and staff from the schools visit the setting to get to know the children. The 'On track' assessments are passed on to the schools so promoting continuity in the children's learning well.

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

All staff have a secure understanding of the areas of learning and how children learn. They monitor and evaluate the curriculum to ensure it includes children's individual needs and a wide range of activities and experiences. Consistent observation and assessment means staff know the children well and can plan for their next steps in learning.

The leader understands the safeguarding and welfare requirements and ensures all staff are familiar with, and implement, the policies and procedures in place. This helps ensure children remain safe at all times.

Through on-going professional development staff develop their skills, knowledge and understanding. All staff have undertaken 'Every Child A Talker' training and recognise how this has changed their practice in working with the children and has improved outcomes for the children.

The self-evaluation process recognises the setting's strengths and areas for improvement. Their main focus for development following the opening of the new building is the enhancement of the outdoor area to improve access and thus the learning opportunities for the children in their care. The setting is working closely with the 'Learning and Teaching Consultant' from the local authority, and has an action plan in place with clear outcomes to support further development effectively.

Staff development is robust. The manager is appraised annually by the committee, and she has the responsibility to appraise the rest of staff. Supervision is ongoing. The setting uses this process to set individual training objectives, and the self-evaluation process and monitoring visits from the local authority representative to highlight other courses, with a priority on ensuring legal requirements are met. All staff have a minimum

entitlement to four training days every year. Visits take place to other settings to learn from observing best practice and the sharing of ideas.

Parents value the service provided and offer high praise for the staff who they feel know the children well. Parents feel children make good progress, especially in their communication and language skills and personal, social and emotional development. For example, they note how their children have become more mature since attending and are more confident.

### What inspection judgements mean

#### Registered early years provision

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>Unique reference number</b>     | 400308                              |
| <b>Local authority</b>             | North Yorkshire                     |
| <b>Inspection number</b>           | 819231                              |
| <b>Type of provision</b>           |                                     |
| <b>Registration category</b>       | Childcare - Non-Domestic            |
| <b>Age range of children</b>       | 0 - 5                               |
| <b>Total number of places</b>      | 26                                  |
| <b>Number of children on roll</b>  | 35                                  |
| <b>Name of provider</b>            | Kirkbymoorside Pre School Playgroup |
| <b>Date of previous inspection</b> | 08/02/2010                          |
| <b>Telephone number</b>            | 07990701811                         |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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