

Kirkby Malzeard Pre-School

Church Street, Kirkby Malzeard, Ripon, North Yorkshire, HG4 3RT

Inspection date	29/04/2013
Previous inspection date	01/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- All children make good progress, and the more able make rapid progress, because staff are skilled in using observations and assessments to inform their planning and in making sure that they meet the learning needs of each child.
- Parents are well informed of their children's learning and are given advice, which means that they can support their children's development at home.
- Children with special educational needs and/or disabilities make significant progress because they are well supported through comprehensive individual care plans and additional resources. Partnership working with other professionals and parents ensures continuity of learning and care.
- Children are very well behaved because staff are consistent in their approach to behaviour management.
- Children are confident because they are well prepared for the move from home to the pre-school and then to school. This ensures there is continuity in learning.

It is not yet outstanding because

- There are fewer opportunities to support children's learning in literacy in the outdoor area because, for example, the use of labelling has not been embraced.
- The opportunities for children to develop further independence skills at snack time are not fully explored.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children working together.
- The inspector talked with children.
- The inspector reviewed documentation including policies, procedures and children's records.
- The inspector interviewed the leader and a representative of the management committee.
- The inspector spoke with one parent.

Inspector

Geoff Dorrity

Full Report

Information about the setting

Kirkby Malzeard Pre-School was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Kirkby Malzeard area of Ripon, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a purpose-built unit in the grounds of Kirkby Malzeard CE Primary School and there is a fully enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3.

The pre-school opens Monday to Friday during term time only from 9am to 12pm and on Tuesday and Thursday from 9am to 3.30pm. Children attend for a variety of sessions. There are currently 25 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

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 to further support the development of children's literacy skills, for example, through the use of labelling
- build on the snack time activity to further develop children's independence and their understanding of responsibility.

Inspection judgements

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

The staff have a good knowledge of each child's individual needs and, through careful observation and planning, use children's interests to provide a wide range of activities which promote development across the areas of learning, both indoors and out. As a result, all children are progressing well given their starting points and capabilities, and the more able are progressing rapidly. A particular strength is the children's computer literacy. They are able to use a mouse effectively, and can describe and demonstrate different programmes. Indoors, there are wall displays and labelling, supporting language development; however, this is not carried through fully to the outdoors, meaning the opportunity for children to develop their literacy skills is not fully enhanced in this area.

Children are active learners and are involved in, and concentrate on, their chosen activity

for increasing periods of time, such as when they play together with a train set. Staff talk with the children about the comparative weight of a train being lifted by the crane, or why one train does not light up. They set the children challenging problems. For example, when sorting the groceries into meat products and vegetable products, staff pose the problem of where a meat and vegetable topped pizza would go. This means that children are effectively supported in the development of their critical and reflective thinking.

Staff are skilful at using spontaneous opportunities to extend children's learning, such as developing shape recognition when they are playing with the modelling dough. Staff refer the children to the wall displays to support their learning, and help them identify the triangle. Staff ask the children to describe the process of making jelly while they are imaginatively playing in the sand, to develop their logical thinking skills. They then extend this into questioning children to describe the texture and properties of jelly. The children respond by stating they can wobble by moving on the spot using their heels and toes, and demonstrate this skill.

There are robust partnerships with parents. These begins when the children start at the parent and toddler group, and during the settling-in period when staff and parents jointly assess children's starting points. It continues with a daily exchange of information and home observations, which means that parents are very involved in their children's learning. They are well informed about their children's progress through the detailed learning journals. Parents add information about what their child is doing at home through sharing sacks, which contributes to the assessment of their child's development. They are invited to attend information sessions about what the pre-school does and how they can further support their child at home. All these initiatives effectively support parents in understanding how children learn. Parents comment on how staff make them feel included in their children's learning.

Children who have special educational needs and/or disabilities progress well because staff are highly skilled in supporting them. Very detailed plans are developed with other professionals and parents to ensure continuity of approach, and additional resources are accessed to enable full participation in all learning activities. Where children are getting ready to start school, the pre-school is good at making sure that there is continuity of learning by exchanging records and making visits. This means, when starting school, children know the teachers and the new environment, and with the transfer of records, the school know all about them too.

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

Due to the effective settling-in period and key person system, children form strong emotional bonds and settle quickly. Staff have a very caring attitude towards the children and this is commented on by parents. All children display good levels of confidence and self-esteem as they make choices and play well independently or with their friends.

Staff have a good knowledge and understanding of healthy eating. This is successfully promoted through a range of healthy snacks to support children's daily diet. To protect children, any allergies are noted on a sheet to which staff refer before serving food.

However, children do not prepare or serve the food themselves and therefore, there is a lost opportunity to further promote their ability to look after themselves.

Children know the daily routines to follow, such as washing hands and toileting, and undertake these independently. They understand that they need to put on outdoor clothing to keep them warm outside. They are supported to take managed risks indoors and out. For example, when playing on the slide indoors, children experiment in a safe environment with different ways to go down the slide, such as forwards, backwards or head first. They then challenge each other by setting different problems, such as how to slide through each other's legs.

Children's behaviour is very good because staff have high expectations, and are consistent in their approach. Where there are minor incidents, staff are quickly aware, stay very calm, and effectively explain why the behaviour is not acceptable, so defusing the situation. They then suggest remedies, which are readily accepted, such as taking turns between the children involved.

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

Staff have a secure knowledge of safeguarding procedures, which contributes towards safeguarding children's welfare. Comprehensive daily risk assessments of the environment, resources and activities are completed and recorded, and all safety features are fully in place. These are reviewed regularly by the committee and enhanced, meaning children's safety is given high priority. For example, an additional coded security lock has been added to the bell alert on the entrance, and a glass panel has been installed on the front door to enable staff to identify visitors before entry. The committee follow safer recruitment practices and ensure that all members and staff are appropriately checked, and that staff hold relevant qualifications.

All staff have an annual appraisal and the leader regularly observes them and gives feedback. She reports overall strengths and weaknesses to the committee, who ensure that any support is resourced, for example, if additional training is requested. She monitors the learning journals and assessments, to review their accuracy and consistency of quality, and individual children's needs are discussed at staff meetings. This means that staff are well supported to maintain their high standards and that improvements are focused on outcomes for children.

The leader and management committee seek the views of all partners when identifying priorities and drawing up the improvement plan. The views of parents are secured from interviews at the parent and toddler group, regular focused questionnaires, and an exit questionnaire when the child leaves. Children's views are sought through conversations about what they like and dislike, and from observations of how they use the learning environment. This has led to improvements, such as using more natural materials, for example, large shells in the sand, which have improved outcomes in language development.

Staff work extremely well with parents and other professionals, such as the physiotherapist, in supporting children with special educational needs and/or disabilities. This means that all children are included in the learning activities at the pre-school, their needs are effectively addressed, and they make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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

Unique reference number	400352
Local authority	North Yorkshire
Inspection number	868864
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	25
Name of provider	Kirkby Malzeard Pre-School Committee
Date of previous inspection	01/10/2008
Telephone number	01765 658080

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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, which are usually the childminder's 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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