

Kirkbymoorside Pre-School Playgroup

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

Inspection date	30/04/2014
Previous inspection date	16/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children build bonds and attachments to staff, which promotes their well-being and independence and gives them the confidence to explore the toys and activities available.
- Children spend much of their time playing outdoors; this promotes their physical development and supports their good health.
- Management and staff have a clear understanding of the signs and symptoms of abuse, and child protection arrangements are sound.

It is not yet good because

- The security at the front door is too reliant on staff's constant supervision to ensure that it is not opened by older children. This is open to the potential risk of children being able to leave the building unsupervised.
- Management do not effectively monitor the delivery of the educational programme to fully identify and address some weaknesses in staff's practice and ensure that staff are fully aware of their responsibilities.
- Planning is not fully matched to the individual learning needs of each child to ensure that activities consistently provide sufficient challenge.

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 activities taking place in both of the main pre-school room and the outdoor play area.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the manager and spoke to staff members and children during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's developmental plan.

Inspector

Julie Morrison

Full report

Information about the setting

Kirkbymoorside Pre-School Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises on the site of the primary school in Kirkbymoorside and is managed by a parent committee. The setting serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The setting employs eight members of childcare staff. Of these, one holds Qualified Teacher Status, one holds a level 4 early years qualification, three are qualified at level 3 and three are qualified at level 2. The setting opens Monday to Friday during term time only. Sessions are from 8am to 6pm. Children attend for a variety of sessions. There are 45 currently 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 who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve security at the front door to ensure that children are not able to open the door independently
- improve the systems for monitoring the delivery of the educational programme to ensure that staff are provided with appropriate support to address any weaknesses in practice and keep up to date with their roles and responsibilities, with specific reference to reading updated policies
- develop the planning of activities further so that it is fully matched to the individual learning needs and interests of all of the children and consistently provides sufficient challenge.

Inspection judgements

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

The welcoming pre-school and after school club provides a friendly environment for all children. Staff have formed close relationships with the children and have a sound understanding of their abilities and interests. Planning covers all areas of the seven areas of learning and supports children generally to make suitable progress in their learning and development in preparation for starting school. Children's starting points are obtained by observing children when they first start and an 'All about me form' has recently been introduced to obtain information from parents about children's interests and abilities. This

helps staff to get to know children at the start and means that this information can be used to more effectively identify children's starting points. Each child has a key person who is responsible for carrying out regular observations of children's learning, which they use to identify the children's next steps in learning and assess the progress they are making towards the early learning goals. However, it is not clear to see how these next steps are used to inform the planning. This means that, on occasion, some activities are not always matched to children's individual needs and do not have suitable challenge to help children to make the best progress possible. For example, as children find worms outside, some staff miss opportunities to fully extend children's learning by providing magnifying glasses or buckets for them to put the worms in to look at and discuss. In addition, although staff draw a road for the children to use with their ride-on toys, they do not encourage children to be involved in the drawing or extend the activity to discuss road safety. As a result, the quality of teaching is not good.

Children's communication and language skills are suitably promoted as they engage in conversation with staff and their peers. For example, as children play with soft dough, they talk about how big it is and staff encourage them to name the different colours. Children show a good interest in books. They select them independently to look at and bring them to the staff for them to read to them. Staff involve them appropriately in the story, asking them to name the fruits they can see and encouraging them to talk about what is happening. Staff provide children with a suitable range of pencils, chalks and paintbrushes, both inside and in the outdoor play area. This means that children are able to practise their mark-making skills. This is evident as children proudly show staff their work, exclaiming, 'Look, my name'. This shows that children are beginning to understand that print carries meaning. Children's counting and problem-solving skills are appropriately supported by staff, for example, they encourage them to count how many cars they are playing with. Staff further introduce early mathematics as they ask, 'If I take one away now how many do you have?' Children enjoy exploring a range of different textures, such as paint, dough, water and sand. They develop their hand-to-eye coordination as they use rolling pins, cutters, brushes and a variety of jugs to pour and scoop. Children who speak English as an additional language have their individual needs appropriately met by staff. This is because staff spend one-to-one time with them and gather key words in their home language from parents. This helps them to begin to make suitable progress in their learning in relation to their starting points.

Adequate procedures are in place to share information with parents. For example, the key person completes a home to school book. This includes a weekly observation of children's learning and provides opportunities for parents to contribute information about children's learning and interests from home. This helps to support continuity of learning for children. In addition, progress checks for children aged two have been appropriately carried out and shared with parents. This means that parents have a clear understanding of their child's progress at that time. The setting operates an open-door policy, and informs parents that they can see the observations and assessments of their child's learning at any time.

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

Children are happy and settle well at the pre-school and out of school club. They play together well and socialise happily with their peers. They are confident to approach staff and others to ask questions or seek support. This shows that they feel emotionally secure at the setting. Suitable information is obtained from parents prior to children starting, for example, dietary and medical needs. Many children have already attended the parent and toddler group at the same setting, which means that they are familiar with the setting before they start. In addition, the staff offer settling-in visits. This helps children to settle and supports a smooth transition from home into the pre-school. A suitable key-person system is in place and staff know their key children well. They take time at the start and end of each day to speak to parents and share any relevant information about children's care or learning. This appropriately supports continuity of care for children.

Children play in a bright, suitably presented and welcoming environment. Staff ensure that all resources are safe and age appropriate, and organise the space so that children can move around freely and make choices about what they want to play and where they want to play. This promotes children's independence and results in many children choosing to spend time in the outdoor play area. The outdoor area is appropriately resourced with a wide range of ride-on toys, small climbing frames and balls. This provides children with ample opportunities to be physical and promotes their good health. Children behave well at the setting because staff give them positive praise and encouragement. This helps to develop their self-esteem and promotes confidence.

Children learn about keeping safe as staff give them timely reminders, for example, they ask them to not run inside the building as they might fall and hurt themselves. In addition, they also practise regular emergency evacuation procedures. Children's good health is suitably promoted at the setting. For example, staff ensure that children in wet clothes are changed promptly, and they encourage children to wash their hands before snack time. Parents provide packed lunches for children, however, this is complemented with healthy snacks, for example, peppers, cucumber and fruit. Children are encouraged to pour their own drinks at snack time; this promotes their independence and their readiness for school. Staff understand the importance of working closely with other professionals and settings to support children's individual needs. Transitions to school are managed well as staff invite teachers to visit the children and share important information about the child through transitions sheets. They work closely with the on-site nursery school so that children are familiar with the staff and setting prior to starting.

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

The inspection took place following a concern which related to the front door being opened by older children which had allowed younger children to leave the premises. Although there was no evidence to support that a child had left the premises, the manager did acknowledge that an older children had been able to open the door. The manager has risk assessed this and has addressed the issue by talking to the older children about the importance of not opening the door. A notice has also been put on the door to remind the children and parents of this. However, this system is reliant on staff continually observing the door to ensure that older children follow this rule. This means that there is a risk of

children leaving the setting unsupervised. This is a breach of the legal requirements of the Early Years Foundation Stage and does not meet the requirements for the Childcare Register.

That said, the manager demonstrates a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a sound understanding of what to do should they have any concerns regarding a child's welfare, and a comprehensive written policy is in place to support this. In addition, suitable recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Written risk assessments are carried out alongside weekly premises and equipment checks; this helps to identify and minimise risks and ensure that resources and equipment are safe for children. Staff in the pre-school and out of school club are suitably deployed, and adult-to-child ratios are appropriately maintained and monitored to ensure children are supervised at all times. All staff hold current first aid certificates, and an up-to-date record of accidents, which parents have signed, is in place. All required policies are in place, up to date and suitably shared with parents. The manager has a suitable understanding of her role to respond to any written complaints made by parents, and a procedure for dealing with complaints is in place.

Systems for self-evaluation and monitoring practice are sufficient. The staff team meet regularly to discuss areas for development and have a suitable development plan in place which highlights current areas for improvement, such as the outdoor area. Feedback from parents is obtained through regular questionnaires. The setting also works with the local authority advisory team, who visit to share good practice. In addition, the recommendations raised at the previous inspection have been addressed; this includes ensuring that children are able to use the outdoor area in all weathers. This demonstrates a suitable capacity to maintain continuous improvement. The response from parents spoken to was generally very positive, stating that their 'children are very happy and the staff are brilliant'. The manager supports staff to improve their knowledge and practice through attending regular training, such as working with two-year-olds. Yearly appraisals are also carried out to look at areas for development and identify further training needs. The deputy manager of the pre-school holds Qualified Teacher Status and uses this to model good practice to staff. In addition, she works closely with the manager and staff team to ensure that the planning covers all areas of learning. However, the systems to monitor the delivery of the educational programme are not sufficiently robust. Coaching and supervision of staff is not sufficiently embedded to ensure that any weaknesses in staff's practice are effectively highlighted and addressed. This includes building on staff's understanding of how to extend children's learning and taking responsibility for ensuring that all staff have an up-to-date understanding of their roles and responsibilities through reading updated policies. This does not support children to make better than satisfactory progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children are not able to leave the premises unsupervised (compulsory part of the Childcare Register)
- ensure that children are not able to leave the premises unsupervised (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	400308
Local authority	North Yorkshire
Inspection number	972240
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	45
Name of provider	Kirkbymoorside Pre School Playgroup Committee
Date of previous inspection	16/10/2012
Telephone number	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, 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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