

Kirkburton Pre-School

The Sports Hall Hallas Road, KIRKBURTON, Huddersfield, West Yorkshire, HD8 0QQ

Inspection date

04/06/2014

Previous inspection date

14/05/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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	2
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

- Staff generally support children's learning well, for example, they consistently prompt children's thinking through involvement in their play, helping to develop children's communication and language skills effectively.
- Children develop strong bonds with their key person. Staff know the children well and they are sensitive to their developing needs. As a result, children's personal social and emotional skills are progressing well.
- Children are safeguarded well because staff demonstrate good knowledge and understanding of how to protect them, and the correct procedures to follow should they have concerns.

It is not yet good because

- The staffs' initial assessments of the children are not consistently rigorous and information gathered from parents about their children's starting points is insufficient. As a result, the initial planning of activities does not always match the learning needs of children or shape their future learning experiences.
- Opportunities to enable children to observe writing are not maximised in the outdoor play area to ensure the consistent progress of children's early literacy skills.
- Systems for sharing information about children's development with other early years providers that children attend are not fully effective, therefore children's learning is not maximised.

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 spoke with children and staff and observed them taking part in a range of activities.
- The inspector looked at a selection of documentation and records in relation to the children's achievements and how the nursery plans for individual children's progress.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke with the manager and obtained the views of parents from the pre-school's parental questionnaires.

Inspector
Helene Terry

Full report

Information about the setting

Kirkburton 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 managed by a voluntary committee. It operates from a room in a single-storey building in the Kirkburton area of Huddersfield, West Yorkshire. The pre-school serves the local area and is accessible to all children. There is an area for outdoor play. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including the manager who has a Foundation Degree in Early Years. The pre-school opens Monday, Tuesday, Wednesday and Friday, from 9am to 3pm, and on Thursday, from 9am to 12pm, during term time only. Children attend for a variety of sessions. There are currently 36 children who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school is member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- improve the assessment of children's development by covering all aspects of children's learning on entry to the setting, and include more in-depth information from parents as part of that initial assessment
- develop systems for sharing information about children's development with other early years providers that children attend to maximise learning.

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

- improve opportunities for all children to further develop their literacy skills, for example, by providing an outdoor play area that is rich in print.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a suitable range of learning experiences for children. Children readily engage in planned and spontaneous activities, which are based on the next steps in their learning and their interests. This information is obtained through staffs' observations of the children. Staff assess the children periodically to track their progress towards the early learning goals and identify

any gaps. This means that children make suitable progress. However, children's starting points are not clearly identified across all the areas of learning. In addition, the information gathered from parents, about what children know and can do on entry to the provision, is mainly focused around their care needs. This impacts on the staffs' ability to immediately plan activities that shape future learning experiences across all areas of learning. Consequently, children's learning is not maximised. Children's progress checks between the ages of two and three years are completed to help staff identify any additional needs a child may have and parents are involved in this process. Parents are suitably encouraged to be involved in their children's ongoing learning. For example, they have good access to their children's development records. In addition, they are encouraged to share their own observations of their children's achievements through the 'wow board'. Children also take home the nursery bear and parents are encouraged to share information about children's learning experiences with the bear. Parents are effectively supported to extend their children's learning at home. For example, a library is provided for parents to share books with their children. Staff also give parents information on focus activities that they can do with their children. These are linked to the pre-school activities. This helps consolidate children's learning. Children with special educational needs and/or disabilities are also supported well. Staff work with other agencies to compile individual educational plans and children's development is regularly reviewed. One-to-one workers are also employed to ensure additional support is available as required.

Most of the play areas are interesting and stimulating. The inside environment is rich in print as posters, labels and signs are displayed. These successfully support children to learn about words and that print carries meaning. However, there is scope to develop this in the outdoor environment to further enhance children's early reading skills, especially for those children who learn better outside. Staff support the communication and language skills of all children well. Staff read books with the children in small and large groups, and encourage the children to talk about the pictures and recall the events. Children who display an interest in puppetry and who talk during imaginary situations are encouraged to make up their own stories. This enhances children's thinking and speaking skills well. Children also sing confidently in groups and show very good concentration skills. Staff use props as children sing songs, such as 'five little ducks'; consequently, children learn mathematical calculation skills involving subtraction. Staff speak clearly with the children and extend learning well through the open-ended questions that they ask. For example, as children solve jigsaw puzzles staff encourage them to observe patterns and ask questions, such as 'how can we match these pieces?' and 'does this go in front or behind?'. Staff also show children how to build sentences as they play. For example, when asked what they have cut out of a piece of paper a child says 'a rectangle'. The member of staff extends the child's vocabulary by saying, 'yes, you have a lovely red rectangle for our bunting'.

Children have good opportunities to draw and develop their emerging writing skills. In the office role-play area, they play with pens and paper and pretend to write information in books. They give meaning to their lines and squiggles, demonstrating their growing understanding of words and letters of the alphabet. When children show an interest in dogs and puppies, as they pull their toy dogs across the floor, staff talk with them about the features of puppies and direct them to the books and photographs about the subject in the book area. This helps children understand that information can be obtained from

books and consolidates learning. Staff provide children with a variety of resources to help them learn about information and communication technology. Children know how to operate some simple equipment, such as cameras and they use the mouse and keyboard well on the computer. Consequently, children develop skills for their future learning in readiness for school.

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

The well-established key person system enables children to form secure attachments and as a result, children are happy and settled. Information is clearly displayed to ensure parents are aware of the names of all staff. Each child's key person has a responsibility to make links with parents and to provide continuity of care. A gradual settling-in period is used for each child depending on their needs. Staff use this time to get to know the child and their parents. Children are also supported well in their move on to school. Teachers are invited into the pre-school to observe the children in their familiar surroundings. Children also visit the school, and pre-school staff talk with the children about their new adventures to support children in their understanding about school life. Transition forms are also shared with the school. Consequently, children's emotional well-being is supported effectively.

Children are very confident and independent in the well-organised environment. The good range of activities and resources are at child height and set out into specific areas of learning. There are stimulating posters; many that represent positive images of diversity in our society. Children's work and their photographs of them at play are displayed. This helps children develop a sense of belonging and learn to value and respect others. Children develop good independence skills when they visit the snack table and pour their own drinks. They make choices about the food they like to eat and about what they like to play with. Staff are good role models owing to their caring attitudes. As a result, the older three- and four-year-old children show empathy and are very supportive of the two-year-olds. For example, they invite the younger children to play with them, hold their hands and help them within the daily routine. Children are very well behaved. Staff are consistent in their approach to managing children's behaviour. For example, they give them simple reminders to walk indoors and give children five minutes warning before tidying up towards the end of the session. This helps children draw a close to their play and prepare for a change in the routine. Children are given little 'jobs to do' at 'tidy-up time' and are praised for their help and support. This boosts children's self-esteem effectively.

Children benefit from regular fresh air and exercise during outdoor play. Staff understand the benefits of playing outdoors, which supports those children who learn better in this way. Children play outside on a daily basis and the outdoor area promotes most areas of children's development well, including their physical skills. Children learn to take risks as they climb and balance, which boosts their confidence effectively. Children learn about a healthy lifestyle through everyday routines. Staff support children's independence by giving clear guidance and appropriate help at toileting and hand washing times. Children's independence is promoted as snacks are available throughout the session, enabling children to make choices about when they are hungry and thirsty. Children serve

themselves and pour their own drinks. Staff provide nutritious snacks, which include fruit and vegetables and children's individual dietary needs are fully considered. Children have opportunities to grow fruit and vegetables in the garden area. This helps children understand about healthy food, growth and decay. They then help prepare and eat their produce.

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

Children are protected well because staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Good safeguarding procedures are in place; staff are aware of these and of who to contact should they have any concerns about a child in their care. Robust recruitment and induction procedures, including relevant suitability checks, help ensure that all staff are suitable to work with the children. Children play in a secure and safe environment where staff use effective risk assessments and daily checks to promote their welfare. A good range of policies and procedures are in place, and effectively underpin the setting and support staff understanding. Adult-to-child ratios are met as children move freely between the inside and outdoor play areas; consequently, the supervision of children is good.

Staff are supported well in their continued development. They have good opportunities to develop their skills through training courses that are offered. Staff cascade their training between the team and help develop practice. For example, recent staff training on outdoor play has helped the pre-school focus on the good learning opportunities that outdoor play provides. Regular staff supervision, appraisals and team meetings are undertaken from which training plans are implemented. Self-evaluation is evident and the manager's and staffs' ability to self-reflect and identify gaps within the pre-school is satisfactory. The recommendations raised for improvement at the previous inspection have been addressed. This further promotes the welfare and learning of the children. The pre-school also seeks support from the local authority's development team to enable them to make continued improvements. The views of children, staff and parents are fully considered and are used to implement change within the pre-school. For example, as a result of parents' views the use of e-mail is being implemented and parents' evenings are now held biannually. Children's views influence the planning of the activities, snacks and resources that are purchased. Systems to monitor the educational programme are still developing. This has been identified by the pre-school and they are currently working with the local authority to monitor groups of children's progress to enable them to identify those groups who need interventions and close any gaps in their learning. However, planning of activities does not always match the learning needs of children or shape their future learning experiences as initial assessments of the children, when they start at the pre-school, are not consistently rigorous. The pre-school has taken into consideration information obtained from the local authority about levels of literacy being low on entry into school. They are working with parents to support children in this area of learning. For example, they have a book library where parents are encouraged to borrow books and read with their children.

The partnerships with parents work generally well. However, strategies to engage parents

in contributing to their children's starting points are less successful. Parents receive a good deal of information about the pre-school through the policies and procedures, newsletters, discussions with staff and the notices that are displayed. Parents are happy with the care and learning their children receive. They state that 'staff are experienced, always welcoming and supportive', 'staff always have time to discuss any queries and are fun', 'staff have been there for some time, which provides consistency across the time I have brought my children', and 'friendly environment, always feel easy to talk to staff'. Staff work suitably with other organisations who are involved in the children's care, such as speech and language therapists and a physiotherapist. However, partnerships with other early years providers that children attend are less well developed. Therefore, continuity in children's learning is not maximised.

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	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	311319
Local authority	Kirklees
Inspection number	870679
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	36
Name of provider	Kirkburton Pre-School Committee
Date of previous inspection	14/05/2010
Telephone number	01484 606 976

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

