

# Kirk Hammerton Pre-school Playgroup

The Pavilion, Kirk Hammerton Playing Fields, Crooked Lane, KIRK HAMMERTON, North Yorkshire, YO26 8DG

<b>Inspection date</b>	22/09/2014
Previous inspection date	17/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	1
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

- The quality of teaching is good and helps children make rapid progress in their learning. Staff make the most of every opportunity to promote children's learning and development through fun, developmentally appropriate activities.
- Staff have a very good understanding of the importance of working in partnerships with parents, in order for children to reach their full potential. This results in effective and successful strategies that engage parents in their child's care and learning.
- The well-embedded key-person system helps children to form secure, emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the playgroup and into school.
- Staff act as positive role models as they effectively manage the children's behaviour and talk about the importance of safety throughout the children's activities.
- Staff show a secure knowledge of effective safeguarding practice and procedures to follow should they be concerned about a child welfare.

### It is not yet outstanding because

- Staff do not maximise all opportunities to extend children's early reading skills through play.

## 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.

## Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and the playgroup's development plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Kerry Holder

## Full report

### Information about the setting

Kirk Hammerton Pre-school Playgroup was registered in 2007 and is a committee run provision. It operates from the Pavilion in the village of Kirk Hammerton, located off the A59 between York and Harrogate. The playgroup serves the immediate locality and also the surrounding areas. It opens five days a week from 9.15 am until 3pm during term time. Children attend for a variety of sessions. They are cared for across two rooms and have access to an enclosed outdoor play area. There are currently 27 children on roll, all of whom are in the early years age group. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities. There are currently six staff working directly with the children. Of these, four hold appropriate early years qualification at level 3 and two hold Qualified Teacher Status. The playgroup receives support from the local authority and is registered on the Early Years Register.

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

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

- enhance children's early reading skills, for example, by introducing stimulating labels, letters, signs and symbols in the environment that captures their interest and further develops their understanding that print carries meaning.

## Inspection judgements

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

The quality of teaching is good as staff effectively promote the children's learning and development. They follow the children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. Staff provide a good variety of interesting and challenging activities to engage and motivate the children in their play. For example, the children show great excitement as a train passes the playgroup on a regular basis. This leads to a staff member suggesting they set up the train track. As a result, children become active learners as they show high levels of concentration throughout their activities. Staff regularly observe children and link these observations to the different areas of learning. Regular progress checks are in place for all children and staff understand the importance of tracking children's progress in order to support children to reach their potential. As a result, children acquire the skills they need for their next stage in learning and for school. Staff involve parents well in the child's learning. Parents are invited to contribute to their children's starting points by completing an 'All about me' page when children first start. They access their children's learning journeys on a regular basis and regularly provide information about their children's learning at home. In addition, parents are kept well informed of their children's progress through daily dialogues with their child's key person and regular summative reports. As a

result, children experience excellent continuity in their learning and development. The playgroup has implemented the progress for children between the ages of two and three years and shares this information with parents. Therefore, parents feel informed about the children's learning and development and their views are valued by staff.

Children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. They have good opportunities to play and access a variety of resources. Consequently, most areas of their development are effectively promoted. However, there are fewer opportunities provided for children to extend or consolidate children's early reading skills through play in the environment. This is because there is limited use of letters, signs and symbols, that capture their interests, and further develops their understanding that print carries meaning. The stimulating, well-resourced and play-rich outdoor area provides children with a broad range of challenging, rich and varied experiences. Children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities. Children's physical development is promoted well through daily activities in the garden to ensure they are active. For example, children enjoy playing in the sand pit, exploring the mud kitchen and digging in the pebble pit. Children have access to everyday technology as they confidently use the computer, which develops their fine motor skills and coordination. As a result, children are excited and motivated about their learning as they begin to experiment in their play. Overall, children are gaining the necessary skills to support their future learning.

Children with special educational needs and/or disabilities are supported well to ensure their individual needs are met. Staff work closely with parents, external agencies and other professionals, such as Portage workers, to promote the children's learning and development. They are in the process of learning Makaton sign language, so that they can communicate with all children, especially those with special educational needs and/or disabilities. Staff have developed excellent relationships with the adjoining primary school, which ensures they work in partnership and share relevant information to support children with their future moves.

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

The effective key-person system means that children form secure attachments and their emotional well-being is consistently supported. Staff find out good information from parents about their child to ensure each child's needs are known and met. This also helps support the move from home to the playgroup effectively. The environment is warm, friendly and welcoming, which effectively supports children's all-round development. The entrance hall contains information and displays for parents, which helps all children and their families to have a sense of belonging. As a result, children are happy, settled and content.

Children show good levels of independence throughout their play activities and daily routines as they access their own resources, wash their own hands and help with tasks during mealtimes, such as clearing their plates, and pouring their drinks. Staff provide

good guidance and give children time to complete self-care skills. For example, when they choose to play outside they are supported whilst changing their indoor slippers for suitable outdoor footwear. Parents provide children's lunch and the staff provide a healthy selection of fruit for snack. Furthermore, discussions at meal times help children to understand how a balanced diet keeps them healthy. Staff and children sit together in groups with their peers, which teaches children how to behave in social situation. Drinking water is accessible to the children at all times, to ensure they remain hydrated throughout the playgroup day. In addition, children's good health is further promoted as they have daily opportunities for outdoor play, exercise and fresh air.

Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. Children learn how to recognise dangers and manage risks because they are well supported by staff. The majority of staff have completed first-aid training in order to administer first aid in an emergency. Therefore, staff take prompt action in the event of an accident. Staff effectively manage the children's behaviour, dependant on their age and stage of development. They act as good role models as they use a calm and consistent approach to reinforce appropriate behaviour. Children use good manners and show respect as they listen and respond well to staff and each other. They develop their social skills through a wide range of experiences. For example, they play cooperatively during role play as they act out being firemen. As a result, children well-being is effectively supported. To help children prepare for the move to school, the older children experience daily routines that include visits to the local school. As a result, they are emotionally prepared for the environment they will experience when they move on to school.

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

The committed manager and staff team effectively promote the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. An effective range of written policies and procedures are implemented successfully to ensure the children are well protected. Risk assessments are carried out to identify any risks and ensure the environment, resources and equipment are safe by minimising these. Therefore, providing a safe and secure setting to keep children protected. Staff are deployed well and they provide children with good levels of supervision, indoors and outdoors. There are good systems in place for recruitment, induction and vetting procedures to ensure children are cared for by suitably trained, experienced and qualified staff. For example, staff are required to complete relevant training in safeguarding, first aid and food hygiene. As a result, children's safety is effectively promoted.

The manager closely monitors the quality of teaching and learning in the playgroup. Children's learning and development trackers are analysed to identify if there are any areas where children are making less progress. This information is used to plan interventions, so that any gaps in learning for children are closing. Staff have regular supervisions and this gives opportunities for the manager to quickly address any concerns

and to provide appropriate support. Staff are actively encouraged to attend training courses to further enhance their knowledge, skills and understanding. For example, some staff have attended Makaton sign language training. As a result, children and their families benefit from the expertise of a well-trained staff team. Staff contribute to the self-evaluation system and views are sought from parents and children. This enables the manager to have an accurate view of the quality of the provision in order to secure continuous improvement. The staff team share a clear vision for the playgroup and have developed precise development plans to support the self-evaluation process. They strive for continuous improvement to support children's achievements over time and develop the quality of their practice.

Staff have established very good partnerships with parents to support the children in their learning and development. Parents are well informed and are actively involved in the playgroup as they receive daily communication, questionnaires and regular newsletters to gain their views and opinions. In addition, parents have access to a good range of information within the entrance area. Discussions with a selection of parents and information from parental surveys establish that they are happy with the care their children receive. They say they have complete trust in staff safeguarding their children and keeping them safe. They express how they like the suggestions they receive to support their children's learning at home, and how staff regularly update them on their children's progress. Furthermore, they say staff are supportive and friendly. Consequently, children are supported effectively to make good progress in their learning and development. Staff have developed links with external agencies and other professionals to ensure that children receive appropriate intervention and support. The playgroup also works closely with the local authority and local primary schools, which makes a strong contribution to meeting the needs of the children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY349468
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	849469
<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>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Kirk Hammerton Playgroup Committee
<b>Date of previous inspection</b>	17/05/2011
<b>Telephone number</b>	07984754535

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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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