

Kirkbymoorside Pre-School Playgroup



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

Inspection date 15 April 2015
Previous inspection date 30 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leaders have worked hard to make improvements since the last inspection. Their success is due to effective team working between the leaders and staff, together with the support of the local authority.
- Staff know children and their families well. Children are cared for in a safe and secure environment and are supported to become confident and independent. As a result, they are well prepared for school.
- Children are interested and motivated to learn and are making good progress. This is because staff work hard to make sure they provide exciting activities and resources. All areas of their learning and development are promoted well, particularly outdoors, where most children choose to spend the majority of their time.
- Staff receive good professional support and are enabled to access a wide range of training. This helps to develop their knowledge and skills and improve the pre-school.
- The pre-school is managed well ensuring children's safety and welfare. As a result, staff are confident in their role to safeguard children.

It is not yet outstanding because:

- Leaders check the quality of teaching. However, staff do not currently have opportunities to observe each other's practice, and are not provided with clear guidance about how to improve their teaching to an outstanding level.
- During whole group activities, younger and less able children sometimes struggle to remain as engaged as the older children. Leaders and staff have not fully considered how to best use small and whole group activities to further support children's learning.

What the setting needs to do to improve further

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

- enable staff to observe each other's teaching and introduce set criteria to better evaluate and improve the quality of teaching and learning so all is consistently outstanding
- review the use of group activities to ensure these opportunities meet all children's needs and further promote their learning and development.

Inspection activities

- The inspector observed a range of activities both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of the committee and staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff regularly talk with parents, observe children and carefully check their progress. As a result, staff know the children well and provide learning opportunities that help them achieve their next goals and catch up quickly where behind. Staff support children to follow their own ideas, work as a team and solve problems for themselves. This motivates children so they remain interested for considerable lengths of time and are keen to have a go. At the construction site outdoors they dress up in hard hats and high visibility vests and skilfully cement the bricks to build their house. Children freely select clipboards, provided to encourage them to practice their writing skills, and complete a risk assessment of their building work. Other children eagerly use tools to help a member of staff dismantle an electronic sound system, intrigued to investigate what is inside. Consequently, children, including those with starting points below those expected for their age, make good progress. However, group times are not always planned and managed effectively to maximise all children's learning, particularly younger and less able children.

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

Staff have established strong relationships with children and they are happy and settled. Children are learning to share and take turns and staff support them well to manage any disagreements. Staff provide children with ample opportunities to develop the skills they need to take care of themselves in readiness for school. As a result, children show great determination and perseverance when fastening the zips on their coats and confidently prepare their own snack and pour themselves a drink. Staff encourage children to challenge themselves whilst ensuring their safety and well-being at all times. Most children choose to be outdoors for the majority of the time. As a result, staff constantly review their planning and provision to make sure the outdoor area provides exciting and stimulating learning and development opportunities across all areas of learning. Staff work well with the local schools children move onto, helping them settle in quickly.

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

Leaders effectively manage the pre-school to make sure children are safe and making good progress. Staff are well deployed so children can move freely between the indoors and outdoors and are on hand to support children's learning as appropriate. Staff work well together as a team. They have regular meetings with leaders to check the quality of teaching and the progress children are making and identify areas for improvement. Staff have access to a good range of support and training to improve their practice and provision. However, staff do not currently have opportunities to observe one another's teaching to share good practice. In addition, leaders do not use clear guidance to assess the quality of teaching to help staff improve to an outstanding level. Parents are very happy with the care their children receive and the good progress they are making. The weekly diaries and regular discussions with staff ensure parents are actively involved in their child's learning both at pre-school and at home.

Setting details

Unique reference number	400308
Local authority	North Yorkshire
Inspection number	1005235
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of provider	Kirkbymoorside Pre School Playgroup Committee
Date of previous inspection	30 April 2014
Telephone number	07990701811

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. It operates from two rooms and there is an enclosed area available for outdoor play. The setting employs six members of childcare staff. Of these, one holds Qualified Teacher Status, one holds a level 4 early years qualification and four are qualified at level 3. The setting opens Monday to Friday during term time only. Sessions are from 9am to 12 noon and 12.30pm to 3.30pm. A lunch club is also provided between 12 and 12.30pm. The pre-school provides funded early education for two-, three- and four-year-olds.

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