

# Kirkby Malzeard Pre-School



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

<b>Inspection date</b>	29 November 2016
Previous inspection date	29 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is consistently strong. Staff skilfully interact with children to engage them in purposeful learning. They focus well on promoting language and social skills, helping to provide children with the foundations for future learning.
- Staff know the children very well. They plan a wide range of activities to meet all children interests and stages of development. Children are keen and motivated to learn and enjoy new experiences. They make good progress in their learning and development.
- Leaders and staff are ambitious and strive to offer high-quality care for the children and families who use the pre-school. They identify the strengths and areas for further development, overall, in order to drive improvement.
- Children's well-being is given the highest priority by staff. Children form strong emotional attachments with their designated member of staff. They settle in very easily and establish firm friendships with each other.
- Children's behaviour is good. Staff are quick to recognise and celebrate good behaviour. They promote good manners and consistently teach children about taking turns, sharing resources and being kind to each other.

### It is not yet outstanding because:

- Staff gather information about children's care needs when they start at the pre-school but do not fully obtain information about children's prior knowledge.
- The staff do not benefit from highly effective methods of staff supervision and performance management, in order to raise children's achievements to the next level.

## What the setting needs to do to improve further

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

- improve the information gathered from parents about their child's prior learning and development when they first begin to attend
- build on the supervision and performance management arrangements that support staff to improve the quality of teaching and learning in the pre-school even further.

### Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the play leader and the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the play leader.
- The inspector looked at children's assessment and planning documentation and the pre-school's risk assessments.
- The inspector checked evidence of the suitability checks and qualifications of staff working within the setting, evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff undertake child protection training. Staff are confident in their knowledge of the procedures to follow should they have concerns about a child's welfare. Risk assessments are used efficiently to minimise potential hazards and security and safety are given high priority. Overall, partnerships with parents are strong. Staff share daily information with them about children's care, well-being and achievements. Parents are invited to share their views, such as through parents' questionnaires and regular meetings. Staff work closely with the on-site school. They adapt arrangements in the pre-school to mirror those of the school, such as through the introduction of related early words and letters programmes. This provides consistency in learning for children and helps support their move on to the school.

### Quality of teaching, learning and assessment is good

The well-qualified staff plan and organise rich and varied activities which children enjoy. They use observations and assessments to identify and address any gaps in their learning. Children benefit from a good mix of child-initiated and adult-led activities, both indoors and outside. Staff support children's developing language skills. They introduce new words, ask questions and use repetition. They help children to build sentences, encouraging them to explain and describe what they are doing. Children investigate textures and changes as they handle play dough. They excitedly show staff how they have made shapes. Older children are developing early reading skills well. They welcome regular opportunities to share and listen to a story and join in enthusiastically with rhymes. Children identify their own names when they register at the start and the end of the session. This helps extend their literacy skills.

### Personal development, behaviour and welfare are good

Children play and explore happily and with confidence. The key-person system is well established and children settle quickly into the pre-school. Children enjoy being active in the fresh air and develop a curiosity and an interest in nature. They develop their physical skills very well and begin to learn about managing risk. Children treat each other with respect and kindness. They develop an awareness of community beyond their immediate family. Children confidently see to different aspects of their personal care and hygiene. This includes competently putting on their coats before going outside. Children learn about the importance of a healthy lifestyle. For example, they are provided with a healthy snack and develop their independence as they serve themselves.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. Children are confident and motivated to learn. Early mathematical skills are taught well. Children learn about the vocabulary of shapes, sizes and colours, taking turns to use utensils and equipment. Children test out their ideas and become engrossed in their exploration of various art and craft materials. They are well prepared for their next steps in learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	400352
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1064141
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Kirkby Malzeard Pre-School Committee
<b>Registered person unique reference number</b>	RP904096
<b>Date of previous inspection</b>	29 April 2013
<b>Telephone number</b>	01765 658080

Kirkby Malzeard Pre-School was registered in 1992 and is situated in the Kirkby Malzeard area of Ripon. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am to midday on Monday, Wednesday and Friday and on Tuesday and Thursday sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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