

Kirkbymoorside Pre-School Playgroup



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

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| Inspection date | 26 January 2018 |
| Previous inspection date | 15 April 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- Strong links are established with local schools. Staff provide teachers with important information, share with them details of children's progress and agree shared targets for development. This helps to promote continuity of care and learning.
- Staff provide a warm and nurturing environment for children. Children settle quickly and have close relationships with staff. This supports children's emotional well-being.
- Staff have a good understanding of how children learn. They make effective use of individual children's observations and assessments. Staff take account of children's next steps in learning and use these to inform the planning of activities.
- Children behave well and play cooperatively. Staff are good role models and provide clear and consistent explanations and gentle reminders of expectations.
- Children receive a rich, varied and imaginative programme of activities and play opportunities. They develop good self-help skills, confidence and independence, and staff patiently encourage them to do things for themselves.
- The manager and staff have a good understanding of the setting's strengths and areas for improvement.

It is not yet outstanding because:

- Although staff have effective systems in place for communicating with parents, they do not consistently gather information about children's learning at home.
- The system for professional development does not always identify the individual needs of staff to help them make their teaching highly effective.

What the setting needs to do to improve further

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

- enhance the system for consistently gathering information from all parents to support the ongoing assessment of children's progress
- strengthen the process for professional development to enable staff to gain further knowledge to take their teaching to the highest level.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector talked to children, parents and staff and took account of their views.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of staff.

Inspector

Sian Marsh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete relevant safeguarding training. They understand how to identify signs of abuse and are aware of the correct procedure to follow if they have any concerns about a child's welfare. Staff carry out regular risk assessments and take prompt action to promote children's safety. Robust recruitment procedures are implemented. This helps to ensure that staff are suitable to be in contact with children. Staff have a good understanding of the requirements of their roles. The manager works alongside her staff. She monitors their practice closely through supervision. The manager monitors children's progress effectively. She ensures that any gaps in children's learning are identified and swift action is taken to close these.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. During a water activity they skilfully follow children's interests, encourage problem solving and support their mathematical development. For example, they ask open-ended questions to encourage problem solving. They discuss with children about why some containers are better than others for transporting water. Children successfully develop literacy skills. They handle books and retell favourite stories in the story area. Children talk confidently about their understanding of the story of a man and a beanstalk. Staff plan activities based on children's interests, which motivates them to learn. Children are enthusiastic and become actively involved in this process.

Personal development, behaviour and welfare are good

Staff provide a warm, friendly environment for children where their individual needs are met. Highly effective settling-in procedures help children to settle into the pre-school quickly and develop confidence. Parents comment on how quickly their children settled in when they started. Staff support children well to take turns. For example, they remind children to give others a turn when using the bikes and scooters outside. Children develop their physical skills effectively. They learn to negotiate space as they steer their bikes around a track drawn by a member of staff. Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities. Staff deploy themselves well throughout the room and outdoors to keep children safe and to provide them with any support they may need. Children are learning about healthy lifestyles, for instance, they understand the importance of washing their hands before handling food at snack time.

Outcomes for children are good

The high-quality care and teaching provided by staff ensures children are motivated to learn. As a result, children are keen to join in, play and interact with staff and other children. Staff provide opportunities for children to develop their creative skills and resources are easily accessible to make marks and collages. Children make good progress from their starting points and are well prepared with the skills they need for school.

Setting details

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| Unique reference number | 400308 |
| Local authority | North Yorkshire |
| Inspection number | 1090978 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 31 |
| Name of registered person | Kirkbymoorside and District Pre-School Playgroup Committee |
| Registered person unique reference number | RP902095 |
| Date of previous inspection | 15 April 2015 |
| Telephone number | 07990701811 |

Kirkbymoorside Pre-School Playgroup registered in 1993. It is situated in purpose-built premises on the site of the primary school in Kirkbymoorside. Sessions are from 9am until midday and 12.30pm until 3.30pm. A lunch club is also provided between midday and 12.30pm. The pre-school employs six members of childcare staff. Of these, one holds a level 4 early years qualification and five are qualified at level 3. The setting opens Monday to Friday during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The setting also provides care before and after school.

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