

Kirk Merrington Pre-School

Kirk Merrington Pre School, Blue House Estate, Kirk Merrington, SPENNYMOOR,
County Durham, DL16 7JD



Inspection date

Previous inspection date

17 April 2018

16 December 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Children's safety is compromised. Assessments of risks are not sufficiently robust to protect children from harm, such as access to potentially hazardous items.
- Systems to strengthen staff performance management do not fully enable staff to share, reflect and build on each other's practice.
- Staff have not fully explored ways to monitor information about the progress made by different groups of children, to help identify any potential gaps in learning and raise children's outcomes even higher.

It has the following strengths

- Staff are warm and caring and children are relaxed and happy in their care. Parents speak very highly of the staff and of how they contribute to their children's learning.
- Staff consistently promote children's communication and language skills well. They show a genuine interest in what children do and say. Staff use positive facial expressions, repeat language back to the children and use lots of descriptive words to build vocabulary.
- Children who have special educational needs and/or disabilities are supported very well. Staff work in close partnership with parents and other professionals to ensure consistency in children's care and learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- implement robust risk assessments and take all reasonable steps to ensure children are not exposed to risks. 30/04/2018

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

- build on the good arrangements for the performance management of staff, to raise teaching to the highest level
- develop ways to review information about the progress made by different groups of children, to help identify and address any emerging gaps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and a member of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school and of committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. This is because on the day of the inspection a child gained unsupervised entry to the pre-school office where potentially harmful items are kept. Nevertheless, staff know the signs and symptoms of child abuse and the processes to follow should they have concerns. Recruitment procedures are robust. Staff are encouraged to attend training for their continual professional development. This helps to ensure they are informed of new childcare initiatives and changes to legislation. Staff say that they feel supported in their work with children. However, staff have fewer opportunities to share and reflect on their practice. The pre-school welcomes and evaluates feedback from parents, carers and children to help them improve and develop the provision.

Quality of teaching, learning and assessment is good

Staff know the children well. They monitor their progress and have a good insight into their interests and stages of development, overall. Staff work well together to plan and provide a wide range of learning opportunities. Activities take account of children's interests. This ensures that children continue to be excited, engaged and motivated. Staff keep parents informed of children's learning and progress. They encourage their involvement and welcome their input. Good use is made of the home observations completed by parents to influence planning. Staff are on hand to support children's play and enable them to follow their own ideas. For example, when one child decides to use the dough to make a birthday cake for a favourite television character, staff value this idea and provide the requested candles for them. They use opportunities such as this to help build on children's mathematical understanding. Good use is made of the village facilities and amenities to further children's learning, and the pre-school is very much a part of the local community. This helps widen children's understanding and appreciation of the world in which they live and strengthens their sense of belonging.

Personal development, behaviour and welfare are inadequate

Children's well-being is compromised as effective risk assessments are not implemented. Despite this, a relaxed, friendly and welcoming environment promotes children's emotional attachments. Staff are warm and caring and children are relaxed and happy in their care. Behaviour is very good. Staff talk with children and help them to understand how their actions affect others. Children know when it is appropriate to listen, such as at small-group time when adults explain about the activities. They help and support each other, for example, when getting drinks from the water dispenser. Children are helped to understand how to keep themselves healthy. Staff engage children in exciting and interesting activities, such as completing a mini obstacle course. This raises children's awareness that exercise is both beneficial to their health and good fun.

Outcomes for children are good

Children, including those who have special educational needs and/or disabilities, make good progress from their starting points. They acquire skills that prepare them for starting school when the time comes. They develop good independence skills and manage their

personal care. Children become skilful communicators and some demonstrate a very impressive vocabulary range. They are interested and curious in what is happening around them. Older children quickly recognise their names and those of their peers. Friendships are formed and children learn about the importance of sharing, taking turns and valuing differences.

Setting details

Unique reference number	314118
Local authority	Durham
Inspection number	1103639
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	22
Name of registered person	Kirk Merrington Pre-school Committee
Registered person unique reference number	RP519443
Date of previous inspection	16 December 2014
Telephone number	01388 811842

Kirk Merrington Pre-School registered in 1984. The pre-school employs five members of childcare staff. Of these, two hold an early years qualification at level 5, two hold level 3 and one holds level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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.

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