

# Kirk Merrington Pre-School

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



<b>Inspection date</b>	27 September 2018
Previous inspection date	17 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision is good

- Teaching is rooted in a good overall knowledge of how young children play and learn. Children thoroughly enjoy attending pre-school and make good progress in their learning.
- The manager actively seeks and acts upon the views of parents to support her self-evaluation process. This helps to drive forward improvements, such as strengthening how parents keep updated with the progress their children are making.
- Good partnerships with other professionals, also known to children, helps to meet children's individual needs.
- Children are supported well when they prepare to leave pre-school and move on to school. Good links with local school teachers helps children to become familiar with new adults and their new environment.
- Children quickly develop an understanding of behavioural expectations in pre-school and behave very well. Staff provide gentle reminders, if appropriate, to help children cooperate with some boundaries and routines.

### It is not yet outstanding because:

- Some experiences provided for children are not always stimulating enough to fully engage them and promote their learning to an even higher level.
- Occasionally, some strategies used to encourage children to talk and extend their communication skills are not always fully effective to raise children's achievements to an even higher level.

## What the setting needs to do to improve further

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

- provide even more stimulating experiences that help fully engage children and promote their learning even further
- strengthen teaching to provide even more effective ways to support children's communication skills.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of leadership and management is good

The manager has swiftly addressed the action and recommendations raised at the previous inspection. Additional security measures have been added to the premises to ensure children are unable to access areas, such as the staff office. Children's assessment information is reviewed meticulously. This helps to identify areas where children may require extra help and support to narrow possible gaps in their learning. The manager supports her staff team well. She works alongside them in the pre-school room, modelling teaching and reviewing practice. This, alongside regular supervision meetings and training opportunities, helps staff to improve the effectiveness of their role. For example, recent training has helped staff to develop a greater understanding of how children learn outdoors. Safeguarding is effective. There is a comprehensive understanding of how to keep children safe in the pre-school. Staff know how to act and who to contact should they have any concerns about a child's welfare.

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

Staff are well qualified. The quality of their teaching is good, overall. Staff present children with challenges that support their mathematical skills. For instance, staff invite children to find numbers in the garden area. Children run around excitedly, calling out when they find the numbers. Staff support two-year-old children well and introduce them to activities, such as group time. For example, for short periods of time children are split into their age groups. Staff sing a welcome song with the youngest children and share books that children are interested in. Meanwhile, older children enjoy other group activities, such as identifying and printing with shapes. Parents are delighted with the quality of learning experiences provided for their children. They say their children are very happy and love attending pre-school and often request to stay for longer. Effective systems keep parents updated with the progress their children make.

### Personal development, behaviour and welfare are good

Children settle very quickly into the friendly pre-school and develop into confident learners. The well-established staff team work extremely well together to create a warm, welcoming environment where children's emotional and physical well-being is given high priority. Parents support this view and make written comments, such as, 'All the staff work well to create a friendly, supportive atmosphere for the children'. Staff help children to play cooperatively with each other. Children new to the group are nurtured and helped to form new friendships with their peers. Relationships throughout pre-school are strong.

### Outcomes for children are good

Children make good progress in their learning. They develop a wide range of skills and knowledge that supports their readiness for school. Children demonstrate a good awareness of shapes. They confidently recite rhymes that help them draw shapes, such as circles. Children listen well and respond to instructions. For example, they line up quickly after playing outdoors to go back into the pre-school room.

## Setting details

<b>Unique reference number</b>	314118
<b>Local authority</b>	Durham
<b>Inspection number</b>	10077340
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Kirk Merrington Pre-school Committee
<b>Registered person unique reference number</b>	RP519443
<b>Date of previous inspection</b>	17 April 2018
<b>Telephone number</b>	01388 811842

Kirk Merrington Pre-School registered in 2001. The pre-school employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two- and three-year-old children.

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