

# Inspection of Kirkby Malzeard Pre-School

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

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Inspection date: 4 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely happy and settled in the pre-school. On arrival, they are greeted enthusiastically by the warm and caring staff. Children know the routine well. They confidently hang up their coat, place their lunch boxes in the trolley and go to the bathroom to wash their hands before they go and play. Children feel safe and secure. They speak confidently to staff and initiate friendly conversations with peers. Group times are organised well. Children of different ages remain fully focused and engaged. For instance, younger children happily join in with songs and rhymes. Older children count accurately and are challenged to consider how many is left when one is taken away.

Children behave extremely well. They show good levels of cooperation with each other and staff. Children know that there are key times during the day when they need to tidy away the toys and are always willing to participate. They are extremely polite. For instance, children are rarely reminded to use good manners and respectfully ask if they can leave the table when they have finished eating. The manager and staff are sensitive to the impact the COVID-19 pandemic has had on the children and parents. They used technology effectively to maintain contact with families when the pre-school had to close.

### **What does the early years setting do well and what does it need to do better?**

- The committed and dedicated staff team are skilled at supporting children's play and understand how they learn. They plan a wide range of exciting and stimulating activities based on what children are interested in and their next steps in learning. Children demonstrate their learning as they confidently recall how they planted their seeds and what they need for them to grow.
- The manager monitors staff's practice effectively. Arrangements for the supervision of staff are fully embedded. All staff have opportunities for continual development to build on their current teaching skills further.
- Staff support children's communication and language development exceptionally well. They introduce children to new words, such as cowslip. Staff encourage older children to think more deeply. For instance, children are encouraged to think about what ice is made from and what will happen when it gets warm. Staff support younger children's growing vocabulary by repeating and rephrasing words back to them.
- Children use their imaginations as they play. Younger children pretend to serve tea cakes to visiting adults. Older children pretend that they are firefighters and are going to put out a fire. Adults join in their play, challenging older children to think about how those people trapped in the fire might be feeling.
- Staff engage with the local community well. For instance, they join in with local celebrations, such as the village show. The pre-school works effectively with the

on-site school when children move on. Staff organise trips and outings for children to experience the wider community.

- Parents are exceptionally happy with the care their children receive. They describe the pre-school as 'phenomenal', and that staff are 'fantastic and always smiling'. They are happy with the communication they receive and say it is a 'safe and happy environment' for their children to be in.
- Overall, children's independence skills are supported well. Children put on their own coats and shoes before they go out to play. However, at snack times staff miss opportunities to support children's independence skills further.
- Staff promote children's good health well. They provide healthy foods and drinks at snack time. Children enjoy fresh air and exercise as they play outside. Staff teach children about good oral health. For instance, they learn to brush their teeth correctly.
- The management team and staff are constantly evaluating their provision. They have clear plans on how they can reintroduce parent consultation sessions.
- Staff talk with parents on a regular basis and keep them up to date on their children's progress. Parents regularly share their children's interests from home. However, staff do not gather detailed information from parents about what children can already do and what they know when they first start, to maximise their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff team have a good knowledge of child protection matters. They understand how to keep children safe. They use regular training to keep themselves up to date. Staff can accurately identify the possible signs that a child may be at risk of harm. They understand the procedures to follow if they have concerns about a child. This includes broader safeguarding issues, such as radicalisation and county lines. Staff maintain a safe and secure environment for children, through suitable risk assessments of the provision. The manager and committee follow effective recruitment procedures to ensure those working with children are suitable to do so.

## **What does the setting need to do to improve?**

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

- provide more opportunities for children to develop their independence skills at snack time
- gather more comprehensive information from parents about children's achievements and skills on entry to plan even more meaningful experiences from the start.

## Setting details

<b>Unique reference number</b>	400352
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10229322
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Kirkby Malzeard Pre-School Committee
<b>Registered person unique reference number</b>	RP904096
<b>Telephone number</b>	01765 658080
<b>Date of previous inspection</b>	29 November 2016

## Information about this early years setting

Kirkby Malzeard Pre-School registered in 1992 and is managed by a committee. It is situated in the Kirkby Malzeard area of Ripon. The pre-school employs four members of childcare staff. Three staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. The hours of the sessions can be flexible to meet the needs of families. Core hours are 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Judith Bodill-Chandler

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector and the manager took part in a learning walk of the pre-school. They discussed the arrangements for the curriculum and considered the impact on children's learning.
- The inspector spoke to parents of children who attend the pre-school and took account of their views.
- The manager and the inspector jointly observed staff interacting with children. They discussed the quality of these interactions and how staff are supported in their roles.
- The inspector interacted with children at appropriate times throughout the inspection. She held discussions with staff regarding their roles.

We carried out this inspection 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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