

Kirkby Thore Pre-School

Inspection report for early years provision

Unique reference number	EY333967
Inspection date	26/04/2010
Inspector	Zahid Aziz
Setting address	Kirkby Thore School, Kirkby Thore, Penrith, Cumbria, CA10 1UT
Telephone number	01768 362822
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group).

— The registered person must ensure that this provision complies with the statutory
— framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Kirkby Thore Pre-School opened in 1990. It is a committee run facility, operating from the newly built Children's Centre premises within the grounds of Kirkby Thore School in Penrith, Cumbria. The pre-school serves the rural village of Kirkby Thore and its surrounding areas. Children have access to a secure enclosed outdoor play area. A maximum of 18 children, aged two to five years may attend the setting at any one time. There are currently 18 children on roll who are within the Early Years Foundation Stage, of these, 17 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The pre-school operates Monday to Friday during term time, from 9am to 11.30am, with sessions to 1pm available. There are four regular staff members who work directly with the children; all of the staff hold appropriate level 3 qualifications in early years. The setting is a member of the Pre-school Learning Alliance, and the Children's Centre facility is overseen by Barnardo's. The setting is registered by Ofsted on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a welcoming, bright environment for the children to explore. Children are confident, happy and keen to learn in the well-organised and inclusive activities. They benefit from the excellent partnerships between staff and parents/carers, the host school and the community. Staff are knowledgeable about the children in their care and take into account their individual needs and interests. The manager and staff demonstrate a good knowledge of the setting's strengths and areas for improvement, and have a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop outdoor facilities to enhance further development in children's learning.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well, because staff have a good and secure understanding of safeguarding issues. They carry out regular safety checks and risk assessments to minimise hazards for children. Rigorous recruitment and vetting procedures ensure that all adults having contact with the children are suitable. Security within the setting is good with well-secured fences around the field and yard, and the use of an electronic password to enter the premises. Staff are vigilant in supervising children to ensure they remain safe in their indoor and

outdoor environments. Comprehensive policies and procedures are fully implemented to ensure that children are safeguarded. An emergency evacuation drill was in progress at the time of the inspection and was carried out in orderly manner, with children moving around confidently, showing they are familiar with the evacuation procedures.

Partnerships with parents and carers are outstanding. They are kept very well informed of their children's achievement and progress through their 'Learning Journey' file. Parents benefit from clear communication with staff on a daily basis; notice boards and newsletters provide additional information about the pre-school, such as, planned activities and involvement in the setting. Parents comment that staff are friendly and caring and that their children enjoy coming to the pre-school. There are excellent links with the host school's reception class and information is shared very effectively with them to ensure a smooth transition to the school. They share and benefit from the use of the outdoor environment and play yard. There are excellent links with the external partner and agencies, such as, Barnardo's, the local authority, health visitor, fireman and dentist. Parents and members of the community attend children's performances and events, such as, Pancake Day and Fete Day in the school hall.

The pre-school is well led and managed, and staff have a clear idea of strengths and areas for development. Regular planning meetings are used well by staff to plan the weekly activities based on what children have learnt and what else needs to be reinforced through adult-led and child-initiated activities. As a result, the pre-school has a good capacity to improve in the future. Teamwork is strong and staff regularly attend staff meetings and training, supported by early years consultant. There is rigorous monitoring of activities and staff actively promote equality and diversity through stories, such as, chappti and daily resources, such as, dolls and role-play equipment. The staff ensure children are fully integrated in the pre-school and achieve well. Good progress has been made since the previous inspection. In particular, all documentation is regularly reviewed and updated. Regular self-evaluation helps identify areas for improvement, such as, further developing the learning opportunities for children in the outdoor play area. Staff are well deployed and resources are used effectively and imaginatively to meet the needs of the children.

The quality and standards of the early years provision and outcomes for children

Children are keen to experience the range of activities offered to them and staff welcome and value their ideas. They regularly evaluate the work of the children. They encourage them to share their experiences with their parents. Children behave well because staff are very good role models. They learn to take turns, show respect for others and share play resources sensibly. They have good relationships with each other and festivals, such as, Diwali, Christmas and the Chinese New Year enrich their experiences.

Children's health is promoted well and they are helped to develop a positive understanding of healthy foods and meals. Their independence and self-help skills

are developed well as they help to prepare their own bread and water for snack time. They pour their own drinks, learn to visit the toilet themselves and the importance of washing their hands afterwards. The children enjoy growing their own flower beds outdoors. They have a good understanding of keeping safe and healthy, as they take part in regular fire drills. They learn about the importance of the world around them through activities, such as, looking for the 'big bear' in the wild outdoors or discovering spiders around the woods.

Each child is unique and they have fun being creative in the stimulating indoor area. They enjoy role play in their dental practice, sharing their tools to take out each other's teeth. Personal development and language skills are promoted well in the pre-school. Children enjoy listening to familiar stories, such as, 'Three men in their flying saucer' and eagerly talk about the story. Most write their own names and count down from five to zero and count up to 10 and beyond. They are keen to dance to music and enjoy recording their own singing. They make good use of information and communication technology, such as, use of the computer keyboard. All children achieve well, including those with special educational needs and/or disabilities. Overall, children are well prepared for life beyond the school day and the next stage in learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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