

Hoyle Court Pre-School

Inspection report for early years provision

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Inspector

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Setting address

Hoyle Court Primary School, Fyfe Grove, Baildon, West
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Type of setting

Childcare on non-domestic premises

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hoyle Court School Pre-school opened in 1984. It is located in Hoyle Court Primary School in Baildon near Bradford and is the main feeder to the school's reception class. The pre-school accommodation comprises a large, open-plan classroom with integral toilet facilities, and has a fully enclosed outdoor play area.

There are currently 52 children from two to five years on roll. This includes funded three- and four-year-olds. Children attend for a variety of sessions throughout the week. The setting supports children with special needs as well as those who speak English as an additional language.

The group opens five days a week during term time. Sessions are Monday to Friday 08.45 until 11.45 and 12.30 until 15.30. A lunch club is also offered to provide continuous provision for families.

There are five members of staff employed to work with the children, four of whom have early years qualifications to level 2 or above. The setting also has a number of temporary staff to cover for eventualities. The setting receives support from the Pre-school Learning Alliance and the Early Years Development and Childcare Partnership. They also liaise with the foundation stage teacher in the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The inclusive nature of the teaching meets children's needs well. Effective leadership and management ensure all children make good progress. The partnerships with the host school and other external agencies are excellent. Communication with parents and carers is generally well established. All recommendations from the last inspection have been addressed, and the setting has 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:

- introduce children to a wider range of cultures and religions by increasing the variety of resources that reflect and celebrate diversity
- extend the two-way flow of information, knowledge and expertise between parents and practitioners, with particular reference to the relocation of the notice board and the display of planning and policies.

The effectiveness of leadership and management of the early years provision

Leadership and management are good, with children being well cared for by an experienced team. All staff have been vetted and cleared by the Criminal Records Bureau as suitable to work with children. Good quality record keeping is in place and documents, policies and procedures meet requirements whilst supporting adults' everyday practice. Staff are well trained and regular risk assessments ensure children play and learn in safe indoor and outdoor environments. Staff are able to recognise and raise any concerns regarding a child's welfare and ensure that children are kept safe from harm.

Adults have a secure understanding of each child's individual needs. Their differences are celebrated. Staff support children who speak English as an additional language well in their language work. A range of resources supports this, enabling staff to promote respect for all individuals equally. However, current resources do not sufficiently reflect the increasing diversity of the families who use the setting. Self-evaluation procedures are good and drive improvement well. Regular team meetings ensure that reflective practice continues throughout the pre-school. Staff are all familiar with these expectations.

Friendly working relationships with parents exist with regular opportunities for formal and informal feedback on children's progress. A range of printed information is on display, including planning and policies. However, opportunities are missed to extend this two-way flow of information due to the location of the notice board and the manner in which information is presented. Partnerships with the early years class are excellent and support good quality transitional arrangements. In addition, links with other supportive agencies are used to support the special educational needs and/or disabilities of the most vulnerable children.

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

A welcoming environment greets children and parents. Well-organised areas of interest invite children to settle quickly with their chosen activity. There is a free flow of activities including outdoor play. Shared resources with the school are well planned, allowing baking and physical exercise to take place. Accessible classroom resources are well matched to the age of the children and are appropriately labelled to encourage independent choices. Children enjoy positive relationships with staff. Conversations are often started by children, and the staff are sensitive to their needs. One crestfallen child was met with 'I hope you haven't lost your smile', which immediately raised the child's self-esteem. Children behave well, share resources and are willing to wait their turn. They move around the classroom safely and show an awareness of others.

Staff promote healthy lifestyles and good hygiene routines well. For instance, children wash their hands in preparation for sitting down to their snack. Snack time

is a social occasion. Staff offer healthy foods and drinks and develop children's social skills through conversations with the children. During the inspection, story time was met with great enthusiasm. Adults shared the illustrations effectively. Their expressive use of voice and good questioning raised children's interest and encouraged them to participate in the story. Creative work is celebrated through displays and models around the classroom such as the 'light and dark' display and the paintings on a winter's theme. Staff play well with the children, providing good role models by encouraging and praising children's efforts.

Children are learning to value cultural and religious differences. They celebrate festivals such as Christmas, Divali, Eid and the Chinese New Year. Some culturally diverse resources have been purchased, but these are insufficiently varied to celebrate the increasing diversity of the group. Monitoring shows that all children are making good progress including those who speak English as an additional language, or who have special educational needs and/or disabilities. All children develop a strong foundation for future success. Continuous assessments create a personal record and evidence base to be shared with parents, carers and staff, which show that individual needs are well met. They also inform the pre-school's planning and children's individual care plans.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met