

Thornton Lodge Early Years Centre

Thornton Lodge Community Centre, Brook Street, Thornton Lodge, HUDDERSFIELD, HD1 3JW

Inspection date	09/10/2012
Previous inspection date	13/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are protected well as arrangements for safeguarding children are strong.
- Partnerships with other agencies to meet the needs of the children are effective.
- Staff and resources are deployed well to meet the needs of the children and as a result children feel safe and are secure.
- Relationship between adults and children are strong and as a result children's well-being is promoted well.
- The educational programme covers all seven areas of learning well and as a result children are making good progress in their learning and development.
- Children are interested and motivated to learn, demonstrated by the way they explore the stimulating environment and good range of resources.

It is not yet outstanding because

- Equipment to enable children to climb is limiting and as a result children have less opportunities to develop climbing skills.
- Evaluation and monitoring processes are not yet robust enough to maximise the views of staff.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the activities indoors and outdoors.
- The inspector spoke with the manager, members of the staff team and children at appropriate times throughout the day.
- The inspector looked at children's learning journeys, planning documentation and some records.
- The inspector took account of the views of parents from information included in the setting's own parent survey.

Inspector

Helene Terry

Full Report

Information about the setting

Thornton Lodge Early Years Centre was registered 2011. It is managed by the Preschool Learning Alliance. It operates from purpose built rooms within Thornton Lodge Community Centre in Huddersfield, West Yorkshire. The pre-school serves the local community. Children have access to an outdoor play area. The pre-school is open each weekday term time only. Sessions operate between 9.15am and 12.15pm and 1pm to 4pm. There are facilities for children to stay over the lunch time period.

Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. The pre-school is registered on the Early Years Register and currently has 56 children on roll and supports a number of children who speak English as an additional language. There are currently 12 members of staff employed to care for the children nine of whom have early years qualifications at Level 2 or 3. The pre-school employs an Early years Professional and the manager has a foundation degree in Early Years. The pre-school receives support from the Local Authority.

What the setting needs to do to improve further

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

- develop further the evaluation and monitoring processes to maximise the views of staff
- provide more opportunities for children to develop their climbing skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress towards the early learning goals and enjoy their time in the setting. Staff have a good understanding of the Early Years Foundation Stage, which is reflected in their practice. Staff plan activities that are flexible, responding to children's individual interests, their starting points and their capabilities. For example, a child showing an interest in numbers was engaged in number work through reading stories and singing songs in various areas within the play room. Staff are committed to getting to know the children well to ensure that they can meet individual needs through the good settling in arrangements of all new children. Staff observe and assess children's progress and identify the next steps in their learning well. Staff are currently looking at ways of involving parents in their child's pre-school education, for example, they are putting together a parents' forum to get the views of parents about the best way forward.

Children have a positive attitude towards learning and confidently participate in the full range of activities and first hand experiences provided. Staff's purposeful discussions help to develop children's language for communication and encourage them to question and think critically. This enables children to establish key skills to support their future learning. For example, they talk with the children about the textures and different coloured leaves and shapes of the pine cones on the light board. They also facilitate further learning

experiences for the children when a child who is experimenting with splash painting needs help to capture the picture by repositioning the paper. Younger children are helped to learn to share and take turns as they play at the dough table.

Children have access to good range of resources to extend all areas of learning. They play in the creative area, making leaf prints and add collage materials to their creations to experiment further with textures. They make choices about how to stick materials to their paper using either glue or sticky tape and staff support them to use the scissors to make snips. Children are developing early writing skills, for example they make squiggles and lines on paper representing their names. They enjoy books read to them by staff, either on a one-to-one basis or in small groups and they are developing their language skills well. They chat with their friends and use talk in imaginative situations as they pretend to use the calculator and use their pretend mobile phone when talking to mummy.

The contribution of the early years provision to the well-being of children

A healthy lifestyle is actively promoted, with daily opportunities for children to play inside and outdoors at the pre-school where they practise their large physical skills. Although, there is a good range of equipment outdoors there are less opportunities for children to develop climbing skills. Children benefit from meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily, as well as a healthy packed lunch provided by their parents. In addition, children have good access to fresh drinking water, which they can help themselves to when they are thirsty. Children follow good hygiene practices when they wash their hands before meals and brush their teeth after lunch.

The children develop a good awareness of staying safe. Staff empower the children to take responsibility for themselves and use tools safely under appropriate supervision. They also take part in regular fire drills and learn about road safety during activities.

The children's behaviour is good. Younger children are learning to share and take turns whilst the more able children show care and concerns for their friends. For example, whilst playing outside a child brings his friend his hat to keep him warm. The other child thanks him, with a lovely smile whilst a younger child observing the situation copies them and puts his own hood up to keep warm, learning from his peers. The children are developing good relationships with their peers and the staff, including their key person. They confidently talk about their own families and show an interest in each other's family. Staff are praising the children for their achievements and for showing independence skills. For example, children put their paintings and other work to dry on the airer and they pour their own drinks at snack time. As a result, preparing them for school. New children are helped to settle well. Their key person is on hand to support where needed, offering reassurance and a cuddle. Parents are introduced to their key person at induction and have regular discussion throughout the year.

The effectiveness of the leadership and management of the early years

provision

The children are safeguarded effectively owing to staff's good knowledge of child protection issues, including appropriate procedures to follow should any issues arise. There are robust recruitment, vetting and induction arrangements in place to ensure that staff who are working with children are suitable to do so. Most staff hold appropriate qualifications and are effectively deployed within the pre-school to ensure children are well cared for. Children's safety and security are paramount. Comprehensive risk assessments covering all aspects of the setting are maintained. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting.

Management provide strong leadership and this enables staff to work well together to promote good quality care and learning for all children. The pre-school runs smoothly on a day-to-day basis, underpinned by the comprehensive range of policies and procedures that are regularly reviewed. These are understood by all staff. Staff understand their different roles and responsibilities and good planning ensures that they are deployed well. Good quality resources are freely accessible, helping children to make independent choices. This helps to create a positive and enabling environment for the children.

The setting works effectively in partnership with parents and carers. Parents receive detailed information about the pre-school in their initial parent's pack. They are provided with regular newsletters to keep them well informed about future plans and events. The pre-school values parents' and carers' comments to influence everyday practice.

Children benefit from a fully inclusive environment. Staff are fully aware of children's learning styles and abilities, including those children who speak English as an additional language. As a result, they are all provided with good opportunities to make equal progress in their learning and development. Staff work closely with relevant agencies to ensure that children are well-supported in reaching their full potential. Although the pre-school does not currently have any children who attend other early years provision they are aware of the need to work closely with them to support children's development.

Systems to monitor the provision are developing. Management use a variety of tools for self-reflection including the quality improvement plan with the Local Authority. Parent questionnaires and children's views are taken into account when making plans for the pre-school. However, there is scope to involve staff further in the development of the provision. Staff have regular supervision and appraisals to identify their future training needs. As a result this benefits the children's care and learning. Management monitor the education programmes effectively through staff supervision to ensure the curriculum meets the changing needs of each child. The recommendations raised at the previous inspection are being addressed and as a result children's well-being and development is improving.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY428077
Local authority	Kirklees
Inspection number	884417
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	48
Number of children on roll	56
Name of provider	Pre-School Learning Alliance
Date of previous inspection	13/12/2011
Telephone number	01484 548392

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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