

Holmbridge Pre-School

Holme Band Room, Woodhead Road, Holmbridge, Huddersfield, West Yorkshire, HD9 2SA

Inspection date

04/03/2013

Previous inspection date

12/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 settled, confident and active learners. They explore their environment and resources with enthusiasm and a purpose.
- Staff are highly skilled and have a good understanding of the Early Years Foundation Stage. They use this knowledge effectively to inspire and engage children in every aspect of their learning and development.
- Effective observation, planning and tracking procedures are in place which identify children's next steps in learning as they move towards the early learning goals.
- Purposeful relationships are forged with parents and other providers. This supports consistency of care for children and supports children's individual needs being well met.

It is not yet outstanding because

- Current resources have few opportunities for children to explore and learn through sensory experiences.
- Self-evaluative practice is not yet fully developed to use the views of children when developing new learning environments.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents and staff throughout the inspection.
- A sample of relevant documentation was observed by the inspector.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Holmbridge Pre-School was registered in 1970 and is registered on the Early Years Register. It operates from Holme Band Room in Holmbridge, near Holmfirth. It is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from the ground floor band room and there is a fully enclosed area available for outdoor play. The pre-school employs four members of child care staff. Of these, three hold appropriate early years qualifications at level 3, and one holds Early Years Professional Status and Qualified Teacher Status. The pre-school opens Monday to Friday during term time only. Sessions are from 9.20am until 12.20pm. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- reflect on resources to improve opportunities for children to inspire exploration and encourage them to use their senses more
- enhance self-evaluative practice by using the views of children and giving opportunities for children to design their own outdoor environment.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this knowledge skilfully to support children in their learning and development. There is a wide range of resources which provide challenge and offer learning opportunities, which enhances children's development across all areas of learning. For example, children enjoy completing jigsaws, they build with construction crates in the outdoor area and use computers with age appropriate learning software. However, resources to inspire children to explore, investigate and use their senses, are less well used. Staff promote language and extend children's vocabulary by modelling language and posing challenging questions. For example, staff ask children who are playing with vehicles 'What would happen if your car got really stuck in the mud?' and 'Do you think a little car will be able to pull a big car out of the mud?' Children suggest solutions to the problem, such as, 'You could take your car to the pits and they will fix the wheel'. This teaching strategy supports children's

thinking skills.

The environment is open-plan and engages children due to colourful learning displays and quality resources. Children independently access resources, as they choose to initiate or extend their play. For example, children play at 'shopkeepers' in the role play area. They use their imaginations to play out a range of familiar scenarios, such as choosing items from the shop, using the telephone and exchanging money. Activities are planned in response to children's interests and are based on children's next steps in their learning. Therefore, effective planning systems provide a focus for children's future learning. Staff consider how they can make learning imaginative and creative. For example, children measure the distance of how far cars can go after being launched from a ramp, go on walks in the environment as they search for a popular children's story character, and make dens in the outdoor area using a den building kit.

Thorough observation and assessment systems are in place. Observations are regularly undertaken on children as they play which allow staff to identify next steps in children's development. Effective tracking is in place which ensures that staff have current knowledge of children's needs and can offer effective support to children as they move towards the early learning goals. Staff liaise with parents to find out about children's likes and dislikes when they first start at the group, and they undertake baseline assessments which ascertain children's starting points on entry. In addition, staff complete summaries of learning every term and then a progress check when children reach two years of age.

Staff use a variety of communication methods with parents, such as daily verbal exchanges, annual parents evenings, a designated parents board and regular newsletters. This supports parents in gaining an understanding of the learning and development of their child and a knowledge of the educational programme. Parents are involved with learning at home by speaking with staff and by contributing to a special parent's board which allows children's achievements to be celebrated.

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

Staff promote healthy lifestyles and children's physical development on a daily basis. For example, children play in the outdoor area every day, have music and movement sessions and take walks in the local environment. Children visit a local farm during spring time to see baby lambs, which enhances their understanding of the world. Physical development is supported inside through building with construction, using the keyboard and mouse on the computer and a wide range of mark making activities. Children develop an understanding of healthy eating by eating snacks which include healthy options, such as fresh fruit and milk. Children pour their own drink and get their own plate, before self-serving from the snack options available. In addition, children learn about healthy food choices by growing strawberries, potatoes and beans in the outdoor area. These products are incorporated into snack time and allow children to explore where our food comes from.

Children express their emotions and feelings through play. For example, children use dressing up clothes in the role play area to explore being different characters and taking

on different roles. Children enjoy initiating play and invite staff to join in with them. For example, staff play 'hide and seek' with children in the outdoor area. Children are confident speakers and make their needs known by asking for different resources to extend their play. Children independently access books and refer to signs on displays in the environment. This supports children's literacy skills and an understanding of different texts.

The staff are knowledgeable on the importance of a good key person system, they work in partnership with parents to discuss children's needs and welcome children to the group. This supports secure attachments being made and a smooth transition into the setting. Staff build warm and caring relationships with children. For example, children talk with staff about times of change, such as a sick sibling or a parent coming out of hospital after illness. Staff are good role models and offer consistent praise and positive re-enforcement throughout each session to all children. This promotes positive behaviour. For example, children help to tidy up and enjoy involving their peers in co-operative play.

Children show a sense of security in the setting and are caring towards each other. For example, children help others to effectively use the mouse when using the computer. Children learn effectively about their own and other cultures and beliefs through celebrating birthdays and festivals together. A good range of resources promote equality and diversity including dolls from different ethnic groups, positive images around the environment and on jigsaws and books. In addition, children explore cultures through role play, dressing up and food tasting.

Children are well supported at times of change and transition through staffs' close partnership working. Staff support children by making photograph albums showing local schools so that children are prepared as they move into new environments. School teachers are invited to visit and transition documents are in place which allow all providers to have current knowledge of children's needs as they move into full time education.

The effectiveness of the leadership and management of the early years provision

Staff have a comprehensive understanding and awareness of safeguarding procedures which means that children are well protected and safeguarded in the setting. Staff have attended safeguarding training and are well informed about child protection and the authorities they need to contact should they have a safeguarding concern. Children are kept safe whilst in the pre-school as staff observe and supervise children well. In addition, thorough safety procedures are in place. For example, regular emergency evacuations take place, there are clear procedures for uncollected children and they carefully monitor all visitors through a visitors book. Children learn to keep safe through discussion and staff modelling how to use resources safely, for example, when using scissors or gardening tools.

Staff give a high priority to offering a high level of care to children and families. All staff understand their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Strong management ensures that planning, educational

programmes and children's progress are securely monitored to ensure that they are consistently meeting the needs of all children. Staff attend early years conferences and receive regular training. For example, staff have recently attended training on active thinking in the outdoors, phonics and early maths.

Self-evaluative practice is in place which identifies strengths and weaknesses. Actions are identified which focus on priorities for change. A detailed quality improvement plan is in use which is constantly reviewed due to good self-reflective practice. The pre-school is currently developing its outdoor area. Self-evaluative practice has not yet given opportunities for children to be a part of this process. Staff have recently purchased resources and developed the environment to better support two-year-old children in their learning and development. All recommendations from the previous inspection have been addressed. For example, hygiene practices have been reviewed which now allows children to wash their hands under running water. Parents are very complimentary, with comments including 'My child loves coming here and the staff are so friendly' and 'I am really impressed with the teaching and learning'.

Written risk assessments are in place and daily safety checks are undertaken. Children are also further protected because staff have thorough documentation including accident, medication and attendance records which they implement well to support good practice. Overall, teaching is rooted in a good knowledge which significantly enhances all aspects of children's learning and development. Children are active and motivated learners.

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 action. 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	311306
Local authority	Kirklees
Inspection number	818898
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Holmbridge Pre-School
Date of previous inspection	12/11/2009
Telephone number	01484 690561

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

