

# Shibden Head Pre-School Inc The Kids Club

Hainsworth Moor Grove, Queensbury, BRADFORD, West Yorkshire, BD13 2ND

## Inspection date

Previous inspection date

18/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- The key person system is effective in supporting children to feel happy and secure and they form strong attachments with staff.
- The pre-school provides a welcoming environment where children can move around safely, indoors and outdoors.
- Children play independently and readily access a good range of age-appropriate equipment. This enables them to follow their own interests and make good progress in their learning.
- Partnerships with local schools, early years settings and external agencies are secure. This contributes to the strong culture of support children receive.

### It is not yet outstanding because

- Some aspects of partnership working are not fully robust as there is scope for the pre-school to develop the existing ways that parents contribute towards the records of their child's learning.
- The book area is not attractively presented and consequently children and adults cannot fully enjoy books together.

## **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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities and children at play throughout the inspection and conducted a joint observation with the managers.
- The inspector spoke with children, parents and staff throughout the inspection. The inspector also observed transition to school for children having lunch at the attached school.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at self-evaluation processes to ensure that they supported quality outcomes for children.

## **Inspector**

Shazaad Arshad

## Full Report

### Information about the setting

Shibden Head Pre-School (Inc Kids Club) Limited was re-registered in 2013 and is a privately owned setting. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is situated in the grounds of Shibden Head Primary Academy in the village of Queensbury, Bradford. The setting serves local community and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs 12 members of childcare staff. All hold appropriate early years qualifications with one staff member having the level 6 qualification, three staff with level 5, six staff with level 3 and two staff with level 2. The setting opens Monday to Friday all year round, except for a week at Easter and two weeks at Christmas. Sessions are from 7.30am until 3pm. The after school sessions are from 3pm to 6pm. Children attend for a variety of sessions. There are currently 80 children on roll, all of whom are in the early years age group. The setting provides funded early education for 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:

- enhance existing ways that parents share information, for example, by promoting an ongoing dialogue on learning with parents and using this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.
- create an attractive book area in the pre-school where children and adults can enjoy books together.

### Inspection judgements

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

Children and parents are given a warm and friendly welcome as they enter the setting. Both the pre-school areas are inviting, with a range of displays and hangings, making the environment rich with colour, print and numbers. Children are busy and engaged for the whole of their time in the setting. Staff use their knowledge of their key children's skills and interests to plan for next steps. They record observations of children and use them to

inform planning very well. Staff initially seek as much information as possible from parents regarding what they know about their children. They make good use of the information from parents through initial meetings and planning for each child stems from staff's observations of their interests, play and achievements, all of which are recorded in individual 'learning journey' records. These contain a selection of observations, photographs and children's work. Staff use this information accurately to complete the progress check at age two summary, which is shared with parents. This enables them to see if there are any gaps in the children's learning and to address these promptly. As a result, children are supported well to make good progress given their starting points. However, parents are not fully engaged in contributing to children's learning, as their preferences to discuss and share learning from home have not been taken into account. Therefore, staff cannot use this information to support children's progress to the very optimum.

Staff have a good understanding of how children learn and offer a balance of adult-led and child-initiated activities to support this. They skilfully adapt and steer children's learning. For example, children explore food colourings with paints and staff help the children to create all sorts of interesting prints. All toddlers enjoy exploring interactive toys and joining in with favourite songs and rhymes. Children in the pre-school room display high levels of confidence and show that they are gaining many skills in preparation for the next stage in their learning, such as starting school, as they make marks in a variety of ways using. Good use is made of mathematical language to help children learn about numbers in relation to their individual development. For example, staff develop toddlers awareness of mathematics as they count and measure water using containers. Older children develop their understanding of mathematical language as they distinguish between different size and shapes of containers when transporting the water. They talk about filling and emptying. Younger children are finding out all about height and length as they use measure the flowers they are growing.

Children express their emotions and feelings through play. For example, children use resources in a sensory area and explore different coloured resources and textures. Children enjoy initiating play and invite staff to join-in with them. For example, children use large chinks in the outdoor area to draw patterns and make water patterns on the floor. 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. For example, uses the wall display to help explain the label on some of the flower parts. This supports children's literacy skills and an understanding of different texts. However, the book areas in pre-school room is not inviting. Most books are of a good quality, but the area is not always set out attractively for children and adults to enjoy books together. Consequently, children's effective use of the books in this area is not always fully explored.

Staff skilfully interact with younger children as they promote critical thinking. For example, they ask questions about the green fly in the outdoors to help extend the children's thinking and give them time to respond. This effectively supports children's speaking skills. Staff demonstrates how they support children's communication as they follow their lead, such as using items from the story sack to develop an outdoor bear hunt game. Staff caring for young toddlers ensure they position themselves at the correct level, so that

children can make good eye contact and respond positively to smiles and gestures. This supports the development of their communication skills as well as their personal, social and emotional development.

### **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, enjoy movement sessions using the parachute games and explore the vast spaces in the outdoors. Children visit the allotment area and take part in many activities around planting. The foods and plants they grow are discussed snack time. Also, very good discussions take place between children around similarity and difference. For example, they recognise that everyone needs cream to protect their skin and they make comments around different skin tones requiring sun protection and all skin being the same. This shows they have a good knowledge of understanding the world. Physical development is supported through imaginative activities. For example, children adapt play quickly to use the parachute games to go over, under and inside as they run at different speeds. Children develop an understanding of healthy eating by eating foods which are very nutritious. Children having meals at the school are provided with all the healthy nutrients and liquids, such as fresh fruit and milk.

Children's independence is promoted. For example, children pour their own drinks in the outdoor spaces, make independent selections from food that is on offer that day and set out their own snack boxes on the school dining tables. Staff are very safety conscious and takes positive steps to identify hazards and minimise risks to ensure the pre-school is secure and safe both inside and out. They closely supervise children at all times. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as not throwing sand or toys in case they hurt each other.

Staff provide a wide range of good quality toys that include wooden and natural resources, such as in treasure baskets. Children have free access to these toys, which helps build the independence effectively. A good range of resources promotes equality and diversity, including dolls from different ethnic groups, positive images around the environment, dressing-up during role play and food tasting. Staff build warm and caring relationships with children. They quickly develop close relationships as they have one-to-one support from their key person. Staff take good account of children's individual needs. Each child has the support of an allocated key person who has a clear awareness of his or her individual care and learning needs. Younger children form good attachments and enjoy appropriate cuddles sitting on their key person's lap at circle and group story times. For example, children talk with staff about the rules for the bear hunt game and think about ideas for prizes. Staff are positive role models and offer consistent praise and re-enforcement throughout each session which results in positive behaviour. Children show a sense of security in the setting and are caring towards each other. For example, children wait patiently for their turns to have a go on the bikes or to pour water on the flowers.

Children's transitions between rooms within the pre-school are managed effectively. Staff liaise with parents so they are included in the decision-making process as to when this

occurs. Children visit the room they will be moving into on a number of occasions in the company of their existing key person. Their key person will then complete transition reports to monitor how well children settle; these are shared with parents which enables them to contribute their perspective. The transition to other settings is effectively planned and children receive good support from key persons to help them with this move, usually to school. For example, the pre-school invites school teachers into the group to meet children and older children all visit the school daily to have lunch in the school dining area. As a result, the move to the next step in their learning is seamless.

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

Staff have a high level of understanding 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. Thorough safety procedures are in place. For example, staff undertakes daily safety checks, carry out emergency evacuations of the building and ensures that a staff member's are deployed in different areas outdoors. Children are also further protected because staff have thorough documentation including accident, medication and attendance records which they implement well to support good practice.

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 receives support from the local authority, attend local network meetings and access regular training. Partnerships with others are embedded very well. For example, staff work closely with speech and language therapists, teachers at the attached school and are an affiliated provider to the local children's centre.

There are good systems in place for performance management. The pre-school has effective recruitment and selection procedures, all staff are suitable vetted and there are clear procedures to tackle staff who are underperforming through peer observations. All staff receive supervision and appraisal meetings and regularly takes up additional training courses such as safeguarding, first aid and observations and assessments. Staff undertake evaluative practice regularly through staff meetings and by working closely as a staff team. Staff identify their strengths and weaknesses and have identified clear areas for improvement. Evaluative practice takes into account the views of children, parents and staff which support ongoing improvements. Since re-registration staff have developed the outdoor play areas to enhance learning opportunities in the outdoors and refined the procedures for monitoring and continually improving staff practice. The management team have also increased resources around the pre-school generally. However, the book area in the pre-school is not set out attractively to encourage children and adults to fully make

use of the space. Parents are very complimentary, with comments including 'My child loves coming here' and 'The staff are fantastic, the children have so many resources.' However, there is scope to extend arrangements for collecting information about children's learning from home to enable assessments to be as precise as possible and allow managers to continue to improve the quality of learning for all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY457679
<b>Local authority</b>	Bradford
<b>Inspection number</b>	901769
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Shibden Head Pre-School (Inc Kids Club) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01274884500

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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, 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.

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