

Wooldale Pre School Playgroup

Wooldale Community Centre, Robert Lane, Holmfirth, West Yorkshire, HD9 1XZ

Inspection date

20/02/2014

Previous inspection date

10/11/2010

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

- Staff know the children very well and so are able to plan suitable activities to support individual children's development. As a result, all children are making good progress and are acquiring the skills and knowledge they need for school.
- Staff create an environment at the pre-school that fosters children's independence and cooperation. As a result, children are confident and opportunities to develop the characteristics of effective learning are maximised.
- The manager makes good use of systems to monitor children's progress across the areas of learning. As a consequence, the pre-school can effectively identify areas for improvement and ensure that an interesting and challenging educational programme is delivered.
- The pre-school have a clear safeguarding policy and other procedures in place that ensure children are protected from harm and can learn in a safe environment.

It is not yet outstanding because

- The pre-school are currently missing opportunities to use their online observation package as an effective strategy to further develop the engagement of parents in children's learning.
- The current appraisal process does not include an evaluation of staff's practice and its impact of children's learning. As a result, opportunities to further improve the quality of teaching are not maximised.

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 children's activities in the playroom and outdoors.
- The inspector talked to the provider, manager, staff and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector talked to a number of parents and carers.

Inspector

Alison Byers

Full report

Information about the setting

Wooldale Pre School Playgroup was registered in 1978 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a community centre in Wooldale, close to Holmfirth, West Yorkshire. The pre-school serves the local area and is accessible to all children. Access is via steps or a ramp at the front door and there is an enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The pre-school opens each weekday from 9am to 3.30pm, during term time only. Morning sessions run from 9am to 12 noon and afternoon sessions from 1pm to 3.30pm. A lunch club is offered between 12 noon and 1pm. Children attend for a variety of sessions. There are currently 39 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop the use of the online observation and assessment system to strengthen strategies that involve parents in the children's learning and development
- develop the supervision and appraisal process by including evaluations of staff's practice. so there is a strong focus on its impact on children's learning and staff are supported to constantly improve their quality of teaching.

Inspection judgements

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

The experienced staff at the pre-school have a good understanding of child development and how to support learning. They combine this with detailed knowledge of the children to provide experiences that are interesting and challenging to ensure that all children make good progress. For example, the children's interest in a story about three bears story is reflected throughout the pre-school, allowing children to play with what they know. They enjoy experimenting with porridge oats as they learn to scoop, fill and pour the oats between different sized containers. Staff use sensitive interactions to reinforce and extend the children's learning by talking about how many bowls of oats they would need in the bears' house. Staff use the repetition of the story to support children's language development because they encourage them to join in with the repeated phrases. Other books are used effectively to help children experiment with different sounds as they think

about what noise walking through mud would make and how to make the sound themselves. The pre-school make good use of an online observation system that allows staff to make regular observations of children on an electronic tablet and immediately assess their progress in all areas of learning and development. As a result, staff have a clear picture of each child's current stage in development and they use this knowledge to plan in detail suitable activities that will move the children on in their learning. For example, a three bears' collage activity was carefully planned and specific groups of children organised so that staff could develop the children's confidence to talk in groups. Children who speak English as an additional language receive good levels of targeted support. Staff gather information from parents about important key words in their home language. They use appropriate strategies, such as using simple sentences accompanied by gestures, to support their acquisition of English.

The playroom is carefully planned and there are good quality resources available to the children that have been thoughtfully arranged to allow children to develop their independence and enable them to lead their own play. Children are happy and continuously engaged in a variety of self-chosen activities. For example, children make long trains and demonstrate their knowledge by counting their trucks. Staff support their play as necessary, helping younger children count each truck in turn and encouraging children to share trucks with others. The children enjoy accessing the mark-making equipment and are keen to show their writing and number recognition skills. There is a strong focus on developing an understanding of numbers and letters, and staff use every opportunity to support this, for example, group time at the start of the session includes completing the calendar and children are encouraged to recognise the letters in the days of the week. As a result of these good teaching strategies, children are demonstrating many of the skills and knowledge they will need to be prepared for school.

Overall, parents are well engaged with their children's learning at pre-school through a variety of strategies. The preschool use formal events, such as parents' evenings to share information about children's progress and newsletters to keep parents informed about what they have planned. Staff have encouraged parents to complement the learning at pre-school by providing ideas they can do at home, for example, going on a shapes walk to make links with the maths week project they were doing in pre-school. All the staff are approachable and good use is made of opportunities to exchange information at the beginning and end of the day so there is continuity in care and education for the children. The pre-school work in partnership with parents to resolve any issues and support children's learning and well-being. Currently the pre-school are missing the opportunity to further engage parents with the observations staff make of the children because they are not using the online observation system to share these with parents.

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

Children are confident and enjoy their time at pre-school, thriving in the supportive and enabling environment. Staff build positive relationships with the children and provide reassurance as they settle in. They know the children well and are able to talk to them about their families and recent events in their lives. As a result, children feel valued and their self-esteem is promoted. For example, staff talk about children's recent visits to the

doctor and dentist, and maximise the opportunity to reinforce messages about healthy lifestyles and looking after your teeth. The children's secure attachments to the staff and enabling environment promote their independence, allowing them to plan and carry out their ideas. For example, children plan to paint and then draw, and the combination of easily accessible resources, available adults and time lets them complete their tasks with a sense of achievement and pride. Staff also promote children's independence through routines as children learn to pour their own milk, put on their coats and manage their own personal needs.

The pre-school offer a range of open-ended resources, both indoors and out, that provide the children with opportunities to develop a wide range of skills. For example, outdoor resources include a variety of pieces of wood and a selection of large crates that are very popular. Children work cooperatively together and use their problem-solving skills to carry heavy pieces of wood to build see-saws and cars. Staff observe and intervene sensitively to teach the children how to handle the resources carefully, explaining about the risks of moving heavy pieces of wood or going under a crate. As a result, children are developing an understanding of risks and how to manage them so that they can work safely. Staff also support children to listen to other people's ideas and demonstrate how they can work together. Staff set high expectations about behaviour and are good role models. Children are polite and talk kindly to each, asking others to help them tidy away the toys or pass each other the painting apron. Staff explain why it is important to pick up toys children have dropped, so children respond quickly to their requests.

Staff work hard to develop children's confidence and self-esteem, with every child and adult individually welcomed at the start of the session. Children sit quietly and listen to each other, and staff value all children's contributions. Some children volunteer to sing by themselves in front of the other children, who all respond with applause. Children are learning to respect and value each other, for example, they praise each other's drawings and writing efforts at the mark-making table. Overall, the children are developing the confidence and emotional security they need for their transfer into school. The pre-school support the transfer because they have close links to the local school, something parents find especially important and helpful. The teacher from the school visits the pre-school regularly to meet the children in their familiar surroundings, and during the summer term the pre-school staff take small groups into school to help them settle in.

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

The pre-school have a clear safeguarding policy and procedure that is shared with parents and complemented by regular training for the staff. There are also detailed risk assessments that cover outdoor play and trips, and checklists to ensure all areas are kept safe. As a result, children are kept safe from harm and are able to play and explore securely. The manager has a suitable understanding of safer recruitment and all staff have been vetted as suitable to work with children. All mandatory training is up to date and roles and responsibilities are clearly defined. Accidents and incidents are monitored by staff to detect any patterns in occurrence so action can be taken to resolve and issues.

The manager makes good use of the online observation system to monitor the educational programme and the progress of children. She is able to identify potential areas of weakness and takes steps to address the balance. For example, a maths week was used effectively to highlight to staff, children and parents all the opportunities there were to promote mathematical understanding and build staff's confidence in recognising and supporting this area of learning. There are good systems in place to support staff through supervisions and appraisals that allow them to raise concerns and identify opportunities for professional development. Staff are able to access training to support their roles and they actively seek training that will develop aspects of the pre-school, such as outdoor play. The current system does not incorporate a focused evaluation of the impact of staff's practice on children's learning, therefore opportunities to further improve the quality of teaching are not maximised.

The pre-school staff work in partnership with parents and a number of different professionals to support the well-being and development of children. For example, the involvement of the health visitor supports the pre-school and parents to address issues for individual children. There are close links to teachers at the local school, and the local authority are involved in supporting the pre-school to evaluate itself. There is an ongoing evaluation process involving the manager and the staff, with clear identification of their strengths and areas for improvement. For example, they reflect on the effectiveness of the new online observation system, supporting each other to use it, and plan how it can be further developed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	311315
Local authority	Kirklees
Inspection number	818899
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	39
Name of provider	Gillian Flowers
Date of previous inspection	10/11/2010
Telephone number	01484 685602

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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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