

Castlefields Pre-School

Nursery, The Bungalow, Field Top Road, Brighouse, West Yorkshire, HD6 3XB

Inspection date

Previous inspection date

30/06/2014

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

- Effective and clear safeguarding procedures are in place, creating an environment where children are safe and protected from harm.
- Teaching is good because practitioners provide a wide range of play opportunities that relate to children's abilities and interests. This helps them to make good progress, particularly in their communication and language skills.
- Children are warmly welcomed into the pre-school by the friendly and approachable practitioners. This helps children settle easily and form strong bonds with their key persons.
- Parents are involved in their children's learning and are kept well informed of their ongoing achievements. This consistent approach makes a strong contribution to children's care, learning and development.

It is not yet outstanding because

- There is scope to enhance opportunities for children to develop their emergent writing skills.
- Practitioners do not always promote opportunities for older children to develop their independence skills at snack time.

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 practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the pre-school manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the provider's self-evaluation process and improvement plans.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Castlefields Pre-School was registered in 2004 and is on the Early Years Register. It operates from a room in the Castlefields Infant School, Brighouse, West Yorkshire. Children are cared for in one large room and have access to an enclosed outdoor area. The school's headteacher and governing body oversee the provision. The pre-school serves the immediate locality and surrounding areas. It opens five days a week from 8.50am until 3.10pm during term time only. Children attend for a variety of sessions. There are 51 children on roll, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. There are six practitioners working directly with the children. Of these, four hold an appropriate qualification at level 3, one holds level 5 and one has Early Years Professional status. 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:

- provide even more opportunities, particularly in the creative area, for children to extend their early writing skills, such as writing their name independently
- enhance opportunities for older children to develop their independence skills, for example, by selecting and preparing their own foods and pouring their own drinks at snack time.

Inspection judgements

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

The pre-school is a friendly and welcoming setting. Practitioners have a detailed knowledge of the Early Years Foundation Stage and this means they can provide children with a wide choice of activities that capture their interest and encourage their learning. There is a balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. For example, children bring in trains from home and the key person sensitively asks if they would like to find a track for it to go on. This means that children's individual interests are supported well. Practitioners regularly complete well-written observations on the children, which are entered into their learning journey records. Next steps in learning are clearly identified and used to plan activities which extend children's learning further. For example, children enthusiastically make marks in the mud and indicate it is where the treasure has been buried. To extend this learning further, children are invited to make a treasure map. Consequently, teaching is good. Practitioners have an appropriate knowledge of how to complete the progress check for children aged between the ages of two and three years and the need to share this with

parents. Children's progress is effectively monitored to ensure they are making good progress as practitioners complete regular summative assessments for each of their key children. Through these strategies, any gaps in learning are quickly identified and supported. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Practitioners engage well with children, getting down to their level to talk and play with them. They support younger children's acquisition of language effectively by repeating and rephrasing words and sentences. Older children's thinking is challenged when they are asked to describe the texture of some shells. Practitioners acknowledge and positively praise children for using good descriptive language. For example, children are commended for thinking of the word 'delicious' to use to describe the cake in the role-play area. Practitioners naturally use open-ended questions during play. For example, at snack time children are asked to describe the different fruits they are eating. As a result, children are supported well to develop their communication and language skills. The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of children. For example, children thoroughly enjoy exploring the flour. They use straws to blow the flour and are excited when plumes billow into the air to make what they describe as 'clouds'. Consequently, children's enthusiasm for learning is ignited. Children's mathematical skills are supported well. Practitioners regularly use counting in everyday activities and sing songs and rhymes. Children are introduced to shapes in the environment and practitioners skilfully extend children's knowledge from the initial identification of the shape to talking about how many edges they have. Children have access to a range of materials to make marks with. However, practitioners do not routinely encourage children to write their names on paintings and pictures they have created. As a result, opportunities for children to practise their emergent writing are not fully supported. Nevertheless, children are making good progress in the pre-school and are developing the skills they need for their future learning and the eventual move on to school.

Practitioners understand their role in ensuring that every child's learning and care is tailored to meet their individual needs, and to seek to engage and support parents in guiding their child's development at home. For example, children take home rhyme bags and library books to share with their parents. Parents contribute to their children's starting points by completing information about their children's interests. They add to their learning journey records by sharing achievements from home. Practitioners keep parents up to date about their children's progress and development through daily chats and regular parents' evenings. As a result, there is a strong partnership with parents, which makes an effective contribution to meeting children's needs.

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

There is a thorough settling-in process in place, which is flexible and meets the needs of individual children attending the pre-school. Information from parents is used to support children as they move from home. Consequently, children are well settled and emotionally secure. Most children move from the pre-school into the school on the same site, or local primary schools. Practitioners have good relationships with early years staff in the schools

who visit to introduce themselves to the children. As a result, children are emotionally well prepared for the next stage in their learning. There is an effective key-person system in place, which helps children form secure attachments and promotes their well-being and independence. The key-person groups are displayed and parents know who their child's key person is. As a result, children are happy, safe and secure, and form strong attachments with practitioners in the pre-school.

Practitioners manage behaviour well. For example, children are reminded to have 'kind hands' in the pre-school and are encouraged to share and take turns with resources. Age-appropriate rules are displayed, both indoors and outdoors, ensuring all practitioners give consistent messages. As a result, children are aware of the boundaries set and the behavioural expectations of the pre-school. Practitioners are very good role models, are polite and encourage children to be well mannered. For example, at mealtimes practitioners remind children to say 'please' and 'thank you'. Children learn to keep themselves safe as they are reminded not to go out of the playground to retrieve balls which have gone over the fence. They learn to take risks as they play when they gleefully jump between tree stumps. As a result, children learn to take risks and develop their understanding of keeping themselves safe.

Children are encouraged to develop their independence skills by self-registering their attendance. They have access to a wide range of age-appropriate resources, both indoors and outdoors, which are clearly labelled and accessible. However, children are not encouraged to pour their own drinks or serve themselves at snack time, and this means their independence in self-care is not fully promoted to get them ready for school. Children are provided with healthy and tasty snacks. They understand they must clean their hands before they eat and can manage their own personal needs according to their age. They confidently inform practitioners that they need their sun hats and sun cream before going out to play to ensure they do not get sunburnt. As a result, children's good health is promoted well. Children access the outdoors daily where they have opportunities to develop their skills on a large scale. For example, children carefully load large foam blocks on a sack cart and skilfully manoeuvre them around the playground. There are opportunities to crawl through tunnels and push prams, jump from tyres and build with crates. This means that they develop physical skills, while learning how exercise supports their overall health and well-being.

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

Safeguarding is good because the manager and practitioners have a clear understanding of safeguarding procedures. There is a well-written safeguarding policy. This includes the use of mobile phones and cameras, and the procedure to follow if an allegation is made against a practitioner. Practitioners confidently talk about early signs of possible emotional and physical abuse. There are clear procedures and documentation to record any concerns and a register referencing all practitioners' Disclosure and Barring Service reference numbers. This means that children's welfare is promoted well. There are good risk assessment procedures, both inside and outdoors. Daily checks identify any potential hazards as they are found and practitioners effectively take action to remove them. Fire

alarms are tested regularly, and there is a record of fire evacuation procedures. First-aid requirements are met, and practitioners have up-to-date paediatric first-aid training. Documentation is well kept, such as the accident records and records of any medicine administered. As a result, children's welfare and safety are promoted well.

Leadership and management is good. This is because the manager works effectively with the headteacher to have a good overview of the curriculum. Planning and assessment systems are monitored well. The manager uses child observations to monitor the quality of the provision. Practitioners contribute through a reflective journal. Cohort data is collected from individual children's summative assessments. The manager uses this to monitor all children's progress. Consequently, individual children or groups of children with identified needs are targeted, their progress monitored, so that appropriate interventions are sought and gaps are closing. The enthusiastic and dedicated pre-school manager has a good understanding of her responsibility to ensure requirements of the Early Years Foundation Stage are met. Policies are clear and are in line with published guidance. Practitioners contribute to any policy changes as they are discussed at regular meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Practitioners are supported well through a programme of continual professional development. This is established through identified needs from informal and formal observations carried out by the headteacher. Practitioners have annual appraisals and regular informal supervisions. As a result, there are effective systems in place to monitor the quality of teaching, and children benefit from good learning opportunities.

Partnerships with parents are good. Practitioners liaise closely with them regarding children's progress towards the early learning goals. Parents appreciate the daily conversations and written reports they receive about their children's achievements and progress. They comment on how all practitioners show an interest, care and concern about the children's well-being and that their children love coming. They are kept up to date about what is happening in the pre-school with regular newsletters. Partnerships with external agencies and other providers are good. This makes a positive contribution to meeting children's needs. For example, reception teachers from local schools visit the pre-school to introduce themselves to the children and share information with their key persons. This helps ensure that teachers are well prepared to support children effectively when they start school. The manager enthusiastically demonstrates her commitment to the continual improvement of the overall quality of the provision through a detailed development plan. This means that effective action is taken to address any areas identified for development. Practitioners contribute to the development of the provision at meetings. Parents contribute through informal discussions, a comments book and questionnaires.

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	EY295067
Local authority	Calderdale
Inspection number	870770
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	51
Name of provider	Castlefields Infant School Governing Body
Date of previous inspection	not applicable
Telephone number	01484 716 894

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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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