

Exley Head Pre-School

Exley Head Methodist Church, Wheathead Lane, Oakworth Road, KEIGHLEY, BD22 6NN

Inspection date

30/06/2014

Previous inspection date

29/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 make consistently good progress in their learning as staff work effectively together and communicate well to plan for and provide activities matched to children's individual needs.
- Children with additional needs are particularly well supported as comprehensive plans are in place which supports them and their families through effective partnerships with parents and other professionals.
- The key-person system is very well established and fosters very good partnerships with parents, therefore, children form secure attachments, are safeguarded and their well-being and independence is promoted.
- Monitoring by managers ensures that planning and assessment are consistent and precise to ensure appropriate interventions are sought for children to make consistently good progress in their learning.

It is not yet outstanding because

- Peer observations are not yet routinely carried out in a systematic manner. Therefore, there are missed opportunities to improve the quality of teaching by sharing best practice and extending opportunities for reflective practice.
- Although the quality of teaching is good, there are occasionally missed opportunities for staff to always engage with children at all times to extend their learning even further.

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 carried out a tour of the pre-school.
- The inspector observed play and learning activities and spoke to children and staff in the three indoor rooms and the outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, individual education plans and planning documentation.

The inspector carried out a meeting with the manager and looked at a range of policies, procedures and documentation, checked evidence of suitability and qualifications of staff working with the children and viewed the provider's own self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Midgley

Full report

Information about the setting

Exley Head Pre-School has been registered since 1978. It is situated in the Methodist Church on Wheathead Lane in the Keighley area of Bradford. The accommodation consists of two rooms, plus toilets on the ground floor level and another room on the lower ground floor. There is a fully enclosed outside area. The pre-school serves families in the local residential area and the wider Keighley area. The provision is open Monday to Friday 9am to 12 noon and 12.15pm to 3pm, term time only together with a lunchtime service. The setting is registered on the Early Years Register. There are currently 54 children on roll in the early years age range. The pre-school supports children with special educational needs and/or disabilities and children who have English as an additional language. The pre-school provides funded early education for two-, three- and four-year-olds. There are eight staff working in the pre-school part time, of which one staff member holds a level 5 qualification in childcare, four hold a level 3 qualification in childcare and three staff members are unqualified. The setting has links with other Early Years professionals and local schools.

What the setting needs to do to improve further

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

- target staff's continued professional development more precisely by providing opportunities for reflective practice through the use of regular peer observations by all staff, as well as the manager, to enhance and share best practice so teaching is even better
- make the most of opportunities to enhance children's good progress even further, for example, by extending children's learning at snack time and on outings by building on discussions on the immediate environment and observations made by children at all times, so their learning is maximised.

Inspection judgements

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

Teaching is very good across the pre-school because staff provide a good range of interesting, stimulating and challenging experiences for children to enjoy both indoors and outside. This means that children thoroughly enjoy exploring the environment while supported and encouraged to try new things. For example, children enjoy mixing sand and water using gutters, cement mixers and bricks in the outdoor area. The staff team is well established and have been working effectively as a team for a considerable period of time. They communicate well and offer consistently good practice in relation to teaching, and therefore, children continue to make good progress. Consequently, children show high

levels of engagement. Staff ensure that each child feels valued as an individual. This means all children are supported in ways that are right for them. As a result, children are progressing well towards their expected levels of development because staff provide good levels of challenge. The quality of teaching is good as staff have a good understanding of child development and the prime and specific areas of learning. They use this knowledge effectively to support children to make good progress. The key-person system is well established and robust, therefore, children are very secure and their well-being and independence is promoted at all times. Effective starting point information is gathered, which provides a secure basis for the initial assessment of what children already know and can do. This is formulated from information from parents as well as assessment by each child's key person. This enables staff to plan activities and identify clear next steps for their learning, by building on what children are already able to do in order for them to progress further.

Observations and assessment of children's learning is good because there are clear records of observations, assessments and tracking of their progress. Planning for children's future learning is effective as planning is informed by children's identified next steps and interests. Therefore, children's individual learning needs are well met. This means they are supported with individual learning opportunities to make good progress in all of the seven areas of learning. Additionally, the broad range of play opportunities help children make good progress. This is as a result of solid, secure understanding of how children learn and accurate monitoring by staff. Children, therefore, are ready for school when the time comes because they have a wide range of skills to support their future education. Although, the quality of teaching is good, there is scope to extend children's learning to its highest level, for example, during snack time and while walking on local trips, by exploring all opportunities to discuss the immediate environment or other relevant topics. Children's physical development is maximised as children climb on the climbing frame, ride on bikes when on a local visit to a school nursery class, pour drinks, build and enjoy threading activities. Support for children with special educational needs and/or disabilities is consistently highly effective. The pre-school's special educational needs coordinator is extremely knowledgeable, experienced and passionate in her role. Excellent teaching strategies are employed to meet children's specific needs and to promote their all-round development. As a result, children are very well supported to make consistently good progress in their learning and development.

Partnerships with parents is another key strength of this pre-school. Parents spoken to feel that their children have made excellent progress since attending the pre-school and they are kept very well informed. For example, children's next steps in their learning are shared so that parents can support children's learning at home. The regular parents' evenings provide more formal opportunities to speak with their child's key person about children's progress. Parents' contributions are highly valued and play an important part in helping staff to gain the most accurate picture of children's all round development. For example, parents provide details of 'Wow' moments which are celebrated in pre-school. Staff are passionate about supporting parents as well as children and see their role as vital in enhancing this partnership at every opportunity. This ensures a consistent approach to children's learning, both within the pre-school and at home. For example, the special educational needs coordinator accompanies parents to visit local schools and supports them to make appropriate choices for their children. Therefore, parents and children are

well supported to achieve good outcomes.

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

The key-person system is strong and provides maximum benefit to both the children and their families as both develop highly positive relationships. Parents comment that they find all staff extremely friendly and supportive. This effectively supports children's emotional well-being and provides firm foundations for their learning within pre-school. Staff ensure that all children form secure bonds and attachments by having really well, tailor made, settling in procedures. Staff ensure children are happy and enjoy their time, by finding out about children's needs, likes and dislikes and talking to parents on an ongoing basis. They provide a warm and welcoming environment to help children feel at home and safe and secure, so that they have a firm basis on which to enjoy and progress their learning.

Children independently follow good hygiene routines and are reminded of the importance of washing their hands before snack time. Snacks are healthy and nutritious, with a lovely variety of fresh and dried fruit, toast and milk or water. This range gives children good opportunities to try new tastes and is varied to encourage children to be interested in what they eat and to enjoy these social occasions. The environment is stimulating, friendly and well resourced. Children access a variety of resources and are secure and confident in the environment, therefore, they are empowered to ask for different resources to enhance their own learning. For example, children ask for the train from the cupboard and immediately this is addressed. Inclusion is a priority. As a result, children learn to be accepting of each other's similarities and differences. Children's behaviour is managed very well. Staff get down to children's level and calmly communicate. Therefore, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements.

Children are helped effectively to make transitions to other settings, such as when they move to the local nursery class or schools. They regularly visit the local school nursery class or nursery teachers come to visit them. Staff meet with staff from the settings to discuss individual children, documentation such as assessments and individual education plans are provided to the new settings. Furthermore, enhancements within the pre-school include school uniforms, photographs, and stories about going to school, which are enjoyed at circle time. This supports children's well-being as they adjust to periods of change and transition. Staff ensure medical/dietary needs are known and managed and all accidents recorded. Most staff hold paediatric first-aid qualifications. All staff have a good understanding of safeguarding issues and the manager is the nominated safeguarding officer, to ensure children are kept safe at all times.

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

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare, therefore, children are kept safe. Recruitment and induction procedures are in place and ensure that all those working with children are suitable to do so. Staff, trainees, students and volunteers are monitored, coached, mentored and supported effectively, which means they are fully aware of their roles and responsibilities in delivering the Early Years Foundation Stage. Risk assessments are thorough, and as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained and reviewed, giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The manager fully understands her role and responsibilities in managing the pre-school and is supported effectively by the committee in providing good quality provision for all children. The monitoring of children's progress is good and ensures gaps in individual or groups of children's learning are identified. The quality of teaching is monitored by the manager; however, the routine use of peer-on-peer observations to facilitate reflective practice is yet to be fully embedded. The manager guides staff and gives them support where necessary. She implements training in order to support staff in the delivery of their best to ensure children's needs are met through good teaching. In doing this she ensures that there are a minimum of two staff working in each area, and that correct ratios are maintained in every part of the pre-school at all times. Therefore, children are effectively supported in their learning and safeguarded from harm.

Self-evaluation is good because it involves consultation with staff, parents and other professionals so that any changes made reflect their views and opinions. Partnership with parents and other professionals are strong and contribute significantly to the good progress children make. These results in a joined up approach from those involved in with the child. Consequently, there is continuity and every opportunity for children to reach their full potential. Feedback from parents is overwhelmingly positive and describes the good progress made by children at pre-school. For example, 'Staff are friendly and knows everyone'; 'my daughter has made great progress since she started'. Also, 'my child has been potty trained since starting and can now count from one to 10' and 'the staff are brilliant'.

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	301947
Local authority	Bradford
Inspection number	871688
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	54
Name of provider	Exley Head Pre-School Committee
Date of previous inspection	29/04/2009
Telephone number	07931 155491 01535602973

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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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