

# Lydgate Pre-School

Lydgate Junior & Infant School, Lydgate Road, BATLEY, West Yorkshire, WF17 6EY

<b>Inspection date</b>	11/07/2014
Previous inspection date	17/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Partnerships with other professionals ensure all children receive high levels of support. Children who enter the setting below their expected targets make strong progress.
- Strong partnerships with parents ensure there is a two-way flow of information about children's progress. This means parents are well informed and are supported in continuing their children's learning at home.
- A strong focus on developing children's self-esteem means they are self-assured and confident. As a result, they are prepared emotionally for the next stage in their learning.
- Practitioners have a very good understanding of safeguarding issues and this means children are well protected at all times.
- Self-evaluation is accurate. The provider has a clear understanding of the strengths and weaknesses and action plans are focused to promote continuing improvement.

### It is not yet outstanding because

- Practitioners are not always perceptive to children's investigations. As a result, spontaneous opportunities during free play when their discoveries could be explored in more detail are sometimes missed.
- Occasionally, children's ideas are not fully promoted because practitioners do not always consider the wide range of resources they could use to enhance children's learning.

## 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 in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the pre-school.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Nicola Dickinson

## Full report

### Information about the setting

Lydgate Pre-School was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within Lydgate Junior and Infant School in Batley and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance children's creativity and imaginative play, for example, by considering how a wider range of resources can be used to extend their critical thinking and develop their ideas, such as providing sticky tape or string, in addition to glue, for junk modelling activities
- be more perceptive to children's independent investigations during free play and enhance their learning, for example, by optimising spontaneous opportunities to share their discoveries and explore their ideas in detail.

## Inspection judgements

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

Practitioners have a thorough understanding of the learning and development requirements. Key persons are knowledgeable about the children they are caring for and through careful planning they provide them with a wide range of interesting activities that support their swift progress. For example, they enjoy making models from recycled materials. Practitioners ask them questions that help them to share their ideas about what they are going to make. They help them to make connections in their learning by suggesting they make vehicles, like the ones they explored in a recent activity where they looked at different types of transport. However, children's ideas and critical thinking skills are not fully promoted because practitioners do not always consider how providing a wider range of resources can extend their learning. For instance, only glue is provided to stick the materials together, whereas providing other resources, such as sticky tape and string gives children more choice. The outdoor area and playroom are generally planned well to

encourage independent play and exploration. Children can move between the different areas and access a variety of resources that support role play, construction and their developing understanding of programmable equipment. They enjoy adult-led activities that target their next steps in learning, such as developing early mathematical skills by counting and measuring. These are balanced with child-initiated free play, which means they can follow their interests and preferences for learning. Although on occasions, practitioners miss spontaneous opportunities during child-led play to enhance children's learning. For example, they overlook the chance to share children's investigations when water splashes on to the playground and makes patterns on the floor. This means sometimes they do not take full advantage of children's natural curiosity to question their discoveries and promote their development. Nevertheless, assessments of children's learning show all children are making strong progress in all areas of learning.

Parents are involved in children's learning at all levels. During induction sessions, key persons obtain information about children's starting points and their interests, from their parents. This ensures practitioners have a good understanding of children's attainment when they enter the pre-school. As a result, planned educational programmes focus on their individual learning needs from the outset. Information is kept up to date through daily discussions with parents and key persons encourage them to add information to children's learning records. Well-used 'wow' boards share milestones that children have achieved at home. Homework books give parents simple activities that they can use to continue their children's learning. Parents value the guidance and support they are given to promote their children's learning and feel they are very well informed about their children's development.

Children enjoy small group activities, such as story sessions that reflect the activities they will experience in school. Practitioners support their understanding of early literacy by involving them in stories and helping them to recall stories they have read. Early mathematics is promoted during games, which encourage children to count and during baking activities where they learn about weights and measures. This gives them the foundations they will need for the next stage in their learning. Detailed assessments of children's progress mean information shared about their development is precise and accurate. This ensures children enjoy continuity in their learning when they move on to other settings. Key persons complete the required progress check for children between the ages of two and three years with parents. They have robust partnerships with teachers at the local primary school and they work closely with other professionals, such as the Portage service. This ensures children who are not meeting the expected milestones for their age are identified quickly and good early intervention strategies are employed to support them. Learning records show that all children are achieving well from their starting points, across all areas of learning.

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

Children are supervised well and kept safe at all times. They are taught to risk assess for themselves. For example, they learn to use small tools, such as scissors safely. Visits from the local police community support officer help them to understand how to keep themselves safe in the community. As a result, they are developing a thorough

understanding of how to protect themselves from danger. There is a strong focus on promoting children's personal, social and emotional development. Practitioners encourage them to share and play cooperatively and they use simple, age-appropriate explanations to promote their understanding of the consequences of their actions. For example, they question how another child might feel if they splash them with water. As a result, all children are developing a good understanding of right and wrong and they behave well. Children attend the pre-school from a diverse cultural community. They are developing their understanding of equality and diversity and the community they live in through a range of activities, such as celebrating different religious festivals. As a result, children are learning to embrace and respect each other's differences and consequently, they are building secure peer relationships. To help children prepare for the move to school, they attend short transition visits to the school with their peers. They experience daily routines in the larger school environment. As a result, they are emotionally prepared for the diverse social environment they will experience when they move on to school.

The key-person system is robust. This supports partnerships with parents and ensures information about children's well-being is shared. This means practitioners can give them high levels of support to ensure their care needs are met and they develop secure and robust attachments early in their care. Before children enter the pre-school they enjoy short transition visits with their parents to help them settle. This promotes the smooth transition and provides some continuity in their care. Practitioners are good role models and they develop relationships with children based on mutual respect. Praise is used very well to promote children's confidence and self-esteem. Children demonstrate they are happy and self-assured as they independently explore the welcoming environment. They are confident around visitors and are happy to share their learning experiences. Well organised daily routines, such as sitting down together at snack time and serving themselves, build on their growing independence and help them to become familiar with the routines they will experience in school.

The outdoor area provides children with a wide range of opportunities for enjoying outdoor teaching. For example, they have access to the large school field where they enjoy a range of team games. This helps them to understand how exercise supports their overall health and well-being. Children enjoy a variety of healthy snacks. Discussions help them to understand how making healthy choices promotes their health and well-being. Children learn personal hygiene through everyday routines, such as washing their hands after playing outside and before eating snacks. This helps them to be independent in their self-care when they move onto school.

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

All practitioners are subject to robust recruitment procedures. This ensures they are suitable and have appropriate skills to fulfil their role. The manager has completed advanced safeguarding training to develop her knowledge of how to keep children safe. She ensures all practitioners have good understanding of the safeguarding and welfare requirements. Practitioners demonstrate a thorough understanding of child protection issues and children's safety is given high priority. Lines of accountability are clear and

there are robust procedures in place for reporting concerns about children, or adults. All practitioners hold a current first-aid certificate, which means that they can give appropriate treatment if there is an accident to a child in their care. The premises are kept secure at all times. Practitioners conduct daily checks of the premises and equipment to ensure the environment is safe and suitable for children. Written risk assessments are in place for the premises and places children visit, and they are reviewed regularly. A register of children's attendance, including when they arrive and leave, is in place. This shows that ratios are maintained. The pre-school supports parents' understanding of their practice by providing them with copies of policies and procedures so they fully understand the service provided. For example, mobile phones and cameras are not permitted and a password system is in place for children being collected from the pre-school.

All practitioners have completed relevant qualifications at level 3. This means they have a detailed knowledge of the learning and development requirements. Appraisals are used to monitor practitioner's performance and identify any training needs. A focused programme of professional development ensures practitioners attend training that develops their knowledge and improves their skills. For example, some practitioners have attended training in working with children with special educational needs and/or disabilities. This ensures all children are supported very well. During team meetings children's next steps in learning are shared and practitioners evaluate planned learning to ensure their activities offer them appropriate levels of challenge. The pre-school also works closely with the local nursery school to identify any gaps in children's learning when they enter the school setting. Practitioners plan educational programmes to address those gaps and this helps children to maintain swift progress towards the early learning goals.

The provider and the committee frequently evaluate the service provided by the pre-school. The pre-school is also assessed annually by the local authority to ensure it continues to maintain a high standard of care. Assessment is accurate and strengths and weaknesses in practice are identified. Focused action plans are put in place to address any areas identified for improvement. To ensure high standards are sustained, the pre-school seeks the views of parents and takes into account their ideas when making changes. For example, homework books have been implemented because of a suggestion by a parent. Comments from parents are positive and show that they value the service the pre-school provides. They say that practitioners are friendly, children are very confident, relationships with adults are good, children are always busy, and it is always fun.

### **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	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

<b>Unique reference number</b>	512762
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	869469
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Lydgate Pre-School Committee
<b>Date of previous inspection</b>	17/06/2009
<b>Telephone number</b>	01924 476464

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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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