

Lepton CE Pre-School and Just for Fun Out of School Club

Lepton C E Junior Infant & Nursery School, Station Road, Fenay Bridge, HUDDERSFIELD, HD8 0DE

Inspection date	05/11/2014
Previous inspection date	08/03/2012

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		1
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 rapid progress in their learning because enthusiastic practitioners provide them with rich and varied experiences that challenge them and inspire them to learn.
- Children's learning and development is supported by sharply focused assessment that includes all those involved in children's learning. As a result, all children make swift progress from their starting points.
- Practitioners are highly skilled in helping children to form secure emotional attachments and children receive exceptional levels of support to help them deal with moves both into the setting and onto school.
- Children's safety is central to the pre-school's practice. Children learn to manage risks for themselves and they develop a superb understanding of how to keep safe.
- Effective performance management means there is a well-established programme of professional development that helps practitioners to improve their knowledge and skills.

It is not yet outstanding because

- On occasions, staff do not perceptively listen to children. As a result, they sometimes miss opportunities to engage children in discussions, and to use open-ended questioning, to explore children's knowledge and ideas in detail.

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 playrooms and the outside areas.
- The inspector conducted joint observations with the manager.
- The inspector held meetings with the provider, the secretary of the committee and the manager of the provision.
- 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 and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Lepton CE Pre-School and Just for Fun Out of School Club was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted bungalow in the grounds of Lepton CE Junior and Infant School in the Lepton area of Huddersfield, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff; all of whom hold appropriate early years qualifications at level 3. The pre-school opens for 48 weeks of the year. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The pre-school provides funded early education for two-, 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:

- support practitioners to enhance their already effective teaching skills so that they always listen perceptively to children, and recognise more opportunities when skilful questioning could be used to explore children's knowledge and extend their learning.

Inspection judgements

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

Children flourish and are inspired to learn in this welcoming, child-focused environment. Practitioners have a thorough knowledge of the Early Years Foundation Stage and overall, a very good understanding of how children learn. Key persons find out children's starting points from parents when children start at the pre-school. The information is used to make sure children's learning and development needs are targeted from the outset. For example, practitioners promote children's personal, social and emotional development by reading stories that help children to understand why they might feel scared or sad. Communication and language is promoted effectively by skilled practitioners who use lots of physical gestures, facial expressions and props to support spoken language. As a result, children are developing the skills they will need for the next stage in their learning, which is usually nursery school. The pre-school is proactive in developing partnerships with other professionals to promote a shared approach to children's learning. This ensures children with special educational needs and/or disabilities receive excellent levels of support. This has a very positive impact on the progress children make and all children are very well prepared for their next steps in learning.

Children make independent choices and initiate their own learning as they access a wide range of resources in the very well-planned inside and outdoor areas. Key persons enhance children's learning by taking advantage of spontaneous learning opportunities to capture their interest, such as using scoops and shovels to collect dry leaves. Key persons also effectively use children's individual interests to motivate their learning. For example, they use snowflakes to help children to count and provide a range of malleable materials for children who enjoy sensory play. On occasions, practitioners do not listen perceptively to children. Consequently, they sometimes miss opportunities to fully explore children's knowledge and do not always make good use of questioning to extend what children know even further. For example, they describe textures to children before they ask them what they feel like, or when children group objects, practitioners do not always make sure they count them correctly.

Nevertheless, key persons are very proficient. They complete learning records that give a precise and accurate summary of children's progress over time, including the required progress check for children aged between two and three years. These show that all children are making strong progress from their starting points. Key persons regularly share children's development records with parents and they are encouraged to add their comments. Parents comment that they feel fully involved in their children's care and learning experiences. They also comment that practitioners are very knowledgeable and parents appreciate the high levels of support they are given to promote their children's learning at home. The pre-school continues to track children's progress when they move onto the next stage of their learning, which is usually nursery school. This ensures children's continuing progress is carefully monitored and the pre-school works very closely with the school to make sure any gaps in their learning are addressed. As a result, children continue to make strong progress in all areas of learning.

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

Children are emotionally secure, confident and happy in the pre-school because they are respected and treated equally. As a result, they embrace each other's differences and are building superb peer relationships. A very robust key-person system ensures each child receives high levels of support and this helps them to form extremely secure attachments. Settling-in visits for children ensure they become familiar with the pre-school and give key persons time to find out about children's interests and routines. Information is exchanged with parents about children's individual care needs to ensure these are effectively met and that care is consistent. The pre-school runs a parent and toddler group once a week where parents and children can come and spend time with practitioners. This promotes the building of secure relationships with practitioners before children start in the pre-school. Children enjoy individual attention and relaxing routines throughout the day if they need to rest or sleep. As a result, children are very settled and their emotional well-being is fully promoted. Partnerships with parents, carers and outside agencies are excellent. Practitioners are proactive in ensuring they are fully involved in the care and well-being offered to children and parents comment that the support they receive as a family is 'fantastic'.

Children's behaviour is excellent. This is because they are supported very well to

understand how to manage their own behaviour and are engaged in purposeful and challenging activities. Children's work is displayed throughout the setting and they are encouraged to help with everyday tasks, such as tidying up after lunchtime. As a result, they learn to respect and value the environment and develop an awareness of responsibility within the setting. Resources are stored so they are easily accessible and children make independent choices about where they want to play. Children receive clear and consistent explanations about including others in their play and are encouraged to share, take turns and be kind to each other. Their high level of understanding is demonstrated through the affectionate and caring relationships they display. Children enjoy lots of praise and encouragement from practitioners. This helps to boost their confidence and self-esteem.

Excellent partnerships with outside agencies ensure detailed information is shared with relevant professionals. This ensures the most vulnerable children are kept very safe and are exceptionally well protected. Children are also developing a thorough understanding of how to keep themselves safe. For example, they learn how to use everyday tools safely as well as using their observational skills to assess hazards during their play. Healthy lifestyles are fully promoted and children develop a thorough knowledge of how healthy practices and exercise promotes their overall health and well-being. The pre-school's healthy eating policy is shared with parents and they are encouraged to provide healthy lunches for their children. Excellent hygiene practices are in place and daily routines support children in developing their self-care skills. For example, they find their own coats, hang their bags up and learn to use the toilet independently. These embedded practices mean children can attend to their own personal care needs when they move on to school.

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

Rigorous recruitment and vetting procedures are implemented to ensure all practitioners are suitable for their role and that they have Disclosure and Barring Service checks in place. Induction includes detailed information about safeguarding and makes sure practitioners are aware of their responsibilities. Ongoing suitability is checked through effective mentoring and supervision, which identifies any further training needs, leading to a very knowledgeable team. Key persons work very well together and make a strong team who are caring, enthusiastic and fully committed to caring for children. Comprehensive risk assessments are completed to ensure children are kept safe. Completion of regular fire drills and a high number of adults qualified in first aid mean children's well-being is fully promoted. Documents record children's attendance and show that ratios are met at all times. Procedures are in place to record any accidents involving children, existing injuries, and medication administered to children. Practitioners have a thorough knowledge of the possible signs and symptoms of abuse and the provider has an excellent understanding of how to keep children safe. There are clear procedures in place for reporting concerns about children, adults, or the operation of the setting. A robust safeguarding policy is in place that includes the use of cameras and mobile phones in the setting. This is shared with parents so that they understand the procedures in place to keep their children safe.

The management team, which includes a committee of parents and other professionals, have worked hard to develop robust self-evaluation that accurately identifies strengths and areas for improvement. The views of parents and children are sought and acted upon, for example, they were included in planning the outdoor area. This means that the pre-school has a clear action plan that reflects the views of individuals who use their service. The management team are very keen to improve the skills of all practitioners and they ensure regular training is completed to enhance their knowledge. The pre-school employs effective methods for monitoring the quality of teaching and scrutinises the effectiveness of the educational programmes to ensure children make strong progress. This enables key persons to successfully monitor the development of each child and ensure any gaps in children's learning are quickly identified and addressed.

Children's needs are met very well through highly effective partnerships with outside agencies and through successful strategies that ensure parents are included at all levels. The nursery shares information in various ways, including daily discussions, newsletters, emails and text messaging. This ensures that parents are very well informed about all aspects of the provision. Transitions into the nursery, and for the eventual move to school, are planned exceptionally well to support children's emotional well-being. For example, children attend the pre-school toddler group and they enjoy a number of settling-in visits to the pre-school. Practitioners accompany children on visits to the school nursery to meet with the teachers and share information about children's progress. Parents speak very positively about the pre-school and comment, 'staff are kind, warm and welcoming, 'they are brilliant with the children and they bring them on in leaps and bounds, and 'I trust them implicitly'.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	311290
Local authority	Kirklees
Inspection number	871901
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	72
Name of provider	Lepton CE Pre-School
Date of previous inspection	08/03/2012
Telephone number	07535857888

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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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