

# East Bierley Pre-School

St Lukes Church Hall, South View Road, Bradford, West Yorkshire, BD4 6PH



## Inspection date

29 January 2015

## Previous inspection date

1 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is outstanding. Children are provided with an exceptional range of high quality learning experiences which are skilfully matched to their interests and stage of development.
- Children with special educational needs and/or disabilities are extremely well catered for because staff are proactive in seeking out support and services from external providers.
- The management and leadership team are highly effective in driving improvement. Staff are extremely motivated and share a commitment towards achieving excellence in all areas.
- Children form exceptional relationships with staff. Staff know the children very well, which enables them to respond swiftly to their individual needs.
- The management and leadership team have an in-depth knowledge of safeguarding procedures. Staff recruitment procedures ensure that all staff are suitable to work with children. All staff are appropriately trained to keep children safe.
- Staff deployment is excellent and every opportunity is used to enrich the learning experiences for children.
- Staff provide a relaxed and fun environment. As a result, children enjoy their time at pre-school and are developing a love of learning.
- The link which has been developed with the local primary school has had a positive impact on staff practice and the quality of learning throughout the pre-school.

## What the setting needs to do to improve further

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

- enhance the rapid progress that children make from their starting points, for example, by raising staff expertise in literacy and numeracy, in order challenge children even further.

## Inspection activities

- The inspector observed activities in the main playroom room and the garden.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with members of the committee and the pre-school leader.
- The inspector completed a joint observation with the pre-school leader.
- The inspector took account of the views of parents spoken to in the day of the inspection.
- The inspector looked at staff qualifications, planning and assessment documents and a range of other documentation, including policies and procedures.

## Inspector

Angela Syson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Teaching in the pre-school is of a very high quality. Staff plan exciting learning experiences for all children based on their interests and individual needs. For example, children are keen to find out where ice comes from. Staff and children pour water into tubs and place small world toys inside. After leaving the tubs in the freezer overnight, children are astonished when they see the small world figure frozen inside the blocks of ice. They develop essential skills for the future asking questions and solving problems. The reception teacher from the local school supports staff with planning literacy and mathematics activities and visits the pre-school regularly. This contributes to the rapid progress that children make. Planning and assessment arrangements are precise, sharply focused on children's needs and take into consideration the views of parents. Partnerships with parents and external agencies are strong. Information is shared about how to promote children's learning in a variety of formats which are accessible to all parents. For example, posters on notice boards, an area on the website and suggestions in newsletters. Therefore, children's learning is supported at home exceptionally well.

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

Exceptional arrangements to care for children support their well-being. One-to-one support is provided for children with special educational needs and/or disabilities. This means that they are able to play alongside their peers and take part in all the pre-school activities. For example, staff support children with physical disabilities to take well-supervised risks as they climb on to the sofa and play 'peek-a-boo' with their friends. This builds children's confidence and promotes physical development. Children's behaviour is excellent. They take turns on the computer and are polite to one another. This is because staff are outstanding role models and have high expectations of children. Staff work in close partnership with all children's schools. Teachers regularly visit the pre-school and key persons accompany children and their parents on school visits. This ensures that children are emotionally well prepared for their next steps in learning.

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

The highly qualified and experienced members of the management committee fully understand the requirements of the Early Years Foundation Stage and implement it to an exceptionally high standard. Staff recruitment procedures are robust and ensure that all those working with children are suitable to do so. The leader of the pre-school implements highly effective arrangements for regular supervision and monitors staff performance, which leads to a high level of consistency of practice. The leader is especially skilled in developing staff's interests to the advantage of the pre-school. For example, when staff express a particular interest in outdoor play, they receive further training and are given the responsibility of overseeing the planning of outdoor activities. This results in a highly motivated team who feel valued and well supported. Thorough analysis of assessment information means that any learning needs are identified and met quickly.

## Setting details

<b>Unique reference number</b>	311332
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	864987
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	East Bierley Pre-School Committee
<b>Date of previous inspection</b>	1 February 2010
<b>Telephone number</b>	01274 653827

East Bierley Pre-School was established in 1978. It is situated in St Luke's Church Hall in the village of East Bierley and is managed by a voluntary committee. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am until 11.45pm, Monday to Friday, and 12.15pm until 3.15pm on Monday, Thursday and Friday. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 2, 3 and 4. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school has close links with East Bierly CE Primary School.

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