

The Villages Pre-School

St Laurences Hall, Otley Road, Eldwick, West Yorkshire, BD16 3EQ



Inspection date	13 February 2015
Previous inspection date	4 October 2011

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good because key staff are well-qualified. They plan a varied range of stimulating activities matched to children's individual needs. Consequently, children make consistently good progress across all areas of learning.
- Staff create a vibrant and accessible learning environment. This means that children develop skills for moving on to school. They concentrate well and are motivated and engaged while actively exploring and developing their own ideas.
- Staff motivate children and effectively foster their communication and language through their skilful questioning and purposeful interaction.
- Effective settling-in arrangements, ensures children's emotional well-being. As part of this, there is a strong key-person system and close consultation with parents.
- Parents are well informed about what their children do, including through video clips and diaries. They are effectively encouraged to support children's learning through home-link resource bags and by contributing to observations and assessments.
- Effective supervision and well-targeted training ensures that staff continually extend their knowledge of early years practice. This positively impacts on the quality of teaching and learning.

It is not yet outstanding because:

- Staff do not always respond promptly to minor incidents of unwanted behaviour, to consistently support children's social skills.
- Younger children are not always supported in their self-care skills in the bathroom, in order to consistently meet their individual needs.

What the setting needs to do to improve further

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

- review how staff respond to unwanted behaviour, so that messages about behavioural expectations and why rules and boundaries exist are reinforced in a more timely manner, to further support children's social skills
- review the arrangements for supervising the younger children using the bathroom, to support their self-care skills and consistently meet their individual needs.

Inspection activities

- The inspector observed activities and care routines in the two playrooms and the outside learning environment.
- The inspector spoke with children and staff at appropriate times during the inspection and conducted a joint observation with the provider.
- The inspector held a meeting with the provider.
- The inspector looked at children's records of learning, assessment records and planning documentation, alongside sampling a range of other documentation, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children and viewed the provider's self-evaluation document and improvement plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Ayo

Inspection findings

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

Children are animated as they readily select what they would like to play with, developing confidence and independence. They communicate well and make other decisions, such as when they would like their snack. This means they have uninterrupted time to play. Children thoroughly enjoy activities, such as baking, where they develop an early awareness of mathematical concepts and have good levels of challenge. Staff initially explain the sequence of the biscuit-making, helping children to recall and reflect on their learning. They introduce language, for example, 'heavy', 'more' and 'full'. Children look at the recipe to find out how many spoonfuls of flour or butter they need. They develop an awareness of number further, by using weighing scales. Children's early literacy skills are supported well, including through the good use of props during interesting activities. These enhance children's enjoyment, as does staff's enthusiastic engagement and exciting story-telling and singing. Overall, children play well together, however, where squabbles occur, staff do not always intervene promptly to consistently support children's social skills.

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

Detailed information is exchanged between parents and their child's key person before children start settling. Consequently, staff get to know the children well, which helps them to meet their individual needs and build strong foundations for learning. Staff foster children's continued sense of security by preparing them well for their move to school. They use puppets and role-play resources, for instance. Furthermore, where children have particular fears, staff support them emotionally using stories, small world figures and visitors. Staff effectively promote children's physical well-being. Children have free access to the garden, which additionally facilitates their individual learning styles. They confidently practise their large and small physical skills, as they experiment with balls and plastic guttering. Children have healthy snacks and harvest their own vegetables, learning about healthy practices. Children are encouraged to manage self-care tasks. However, staff do not always recognise when younger children may require additional support in the bathroom to consistently meet their individual needs.

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

The provider and staff have a good understanding of the learning and development requirements and how to keep children safe. They fully understand the action to take to protect children from harm and undertake good risk assessments, ensuring that the premises are safe and secure. Staff precisely plan for children's next steps in learning and interests, such as visiting an environmental garden and creating a bug hotel. They monitor children's progress closely and those working below expected development levels are identified quickly. This ensures they receive early support, to help narrow any achievement gaps. There are effective systems for reviewing what is working well and identifying what can be improved upon. Parents speak very highly of the pre-school.

Setting details

Unique reference number	EY427435
Local authority	Bradford
Inspection number	852783
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	46
Name of provider	Jane Courtney-Mumby
Date of previous inspection	4 October 2011
Telephone number	07981124093

The Villages Pre-School has been operating since 2011 and is owned and managed by a private individual. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications from level 3 to level 5. The provider holds Early Years Professional status. The pre-school opens Tuesdays, Thursdays and Fridays, term time only. Sessions are from 9.15am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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