

# Shelf Pre-School

Village Hall, Halifax Road, Shelf, HALIFAX, West Yorkshire, HX3 7NT



## Inspection date

26 February 2015

Previous inspection date

5 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are able to independently choose from a wide range of interesting activities which help them to develop their confidence and progress well in all areas of learning, both indoors and out. This means that they are well prepared for the next stage in their learning, such as school.
- Children behave well, enjoy learning and feel safe and secure. They have good relationships with each other and with the adults. As a result, children thrive and are confident as their emotional well-being is effectively supported.
- Staff record children's learning carefully and share their achievements with parents regularly.
- Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. As a result, children are safeguarded well at the pre-school.
- Effective self-evaluation means that the staff continually improve the good service they offer for children and their families.

### It is not yet outstanding because:

- During creative activities, opportunities to enhance children's independence skills are not always fully maximised.

## What the setting needs to do to improve further

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

- extend the already good opportunities for children to further develop their independence, for example, by encouraging them to write their own names on their creative work and place it in the drying rack themselves.

### Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in pre-school room.
- The inspector viewed a range of documents, including relevant policies and procedures and children's observations and assessments.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Kate Banfield

## Inspection findings

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

Staff have a good understanding of how young children learn. They plan activities that are interesting, exciting and support children's interests and abilities. For example, at circle time children happily volunteer to hide a toy or find it. The rest of group enthusiastically help them to find the toy by singing loudly if they are near to it and quietly if they are far away. Staff further support children's thinking by skilfully asking questions that encourage them to recall what they already know and learn new things. For example, when planting seeds, children know about germs and the importance of washing their hands after touching the soil. They talk knowledgeably about plants dying in the cold and needing space to grow. Staff use this opportunity to extend their knowledge of different vegetables and healthy eating. In addition, they extend the children's understanding of nature by having binoculars and pictures of birds that visit their garden. This captures the interest of even the youngest children, who recognise the birds and talk to staff about them.

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

Children are happy, settled and feel secure at the pre-school because their settling-in visits are tailored to meet their individual needs. Staff use these visits to build up good relationships with parents and children. Staff are positive role models, and as a result, children behave very well, and are busy and happy. Children sit at the computer and enjoy using software programs together. They take turns as they complete the games. Good hygiene practices are in place and children are encouraged to be independent in their self-care. Children are provided with constant praise and encouragement, which enhances their self-esteem and effectively develops their personal, social and emotional skills. However, sometimes staff do not give the children the opportunity to practise writing their own names on their pictures or independently put them to dry.

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

The manager and her leadership team are passionate, dynamic and have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The recruitment and vetting of staff is robust. Premises are safe and secure, preventing any unauthorised access to children. Managers monitor the progress of children regularly to ensure that the educational programme is effective and that all children are prepared for their next stage in learning. Staff are supported to develop their skills and knowledge by attending courses, and keep up to date by reading journals and research. This ensures that children's learning is supported by well-qualified and knowledgeable staff. Parents appreciate the level of communication that they receive from the pre-school. Staff are available daily to keep them informed about their child. Furthermore, they send regular newsletters home and provide ideas to parents about how to develop their children's learning. Partnerships with the local school and other agencies are well established, which ensures that the best outcomes for children are promoted.

## Setting details

<b>Unique reference number</b>	EY391451
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	859357
<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>	30
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Shelf Pre-School Committee
<b>Date of previous inspection</b>	5 November 2009
<b>Telephone number</b>	01274 676661

Shelf Pre-School was registered in 1987. It operates from the village hall in Shelf, West Yorkshire. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The pre-school opens from Monday to Friday, during term time only, from 9am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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