

# Cottingley Pre-School

Cottingley Town Hall, Main Street, Cottingley, Bingley, West Yorkshire, BD16 1SX



## Inspection date

11 March 2015

## Previous inspection date

17 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- The quality of teaching is good. Children are provided with a welcoming, warm and stimulating learning environment in which they are motivated to learn and are happy. All children make good progress from their starting points. As a result, they are well prepared for their next stage in learning and move on to school.
- The manager and staff fully understand their roles and responsibilities in keeping children safe. Well-written policies and procedures underpin their good practices. This ensures that children's welfare is protected.
- Partnership with parents and other professionals are embedded well in the pre-school. They play a key part in how staff plan strategies and interventions to support children's unique needs.
- The manager and staff demonstrate a dedicated drive to improve the outcomes for children. They use self-evaluation effectively to identify and develop strategies to aid improvement. They take account of parents' and children's views to further promote their evaluation.
- Staff receive good professional support and are enabled to access a wide range of training and qualifications. This helps to develop their knowledge and skills and improve the teaching and learning of children.

### It is not yet outstanding because:

- Children are not always provided with sufficient opportunities to engage with activities that enable them to interact and explore technology.

## What the setting needs to do to improve further

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

- enhance opportunities for children to engage in activities using programmable toys, in order to extend and enrich their knowledge of technology.

## Inspection activities

- The inspector held meetings with the manager throughout the inspection.
- The inspector toured all of the areas accessed by the children and staff, both indoors and outdoors.
- The inspector looked at a selection of documentation, including staff qualifications and their Disclosure and Barring Service checks, and the policies and procedures, including safeguarding and children's learning records.
- The inspector took account of views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager and a member of staff.
- The inspector observed children playing, both indoors and outdoors, and spoke to the children and staff throughout the inspection.

## Inspector

Jane O'Callaghan

## Inspection findings

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

Staff fully understand the requirements of the Early Years Foundation Stage. Children freely access the well-resourced indoor and outdoor environment throughout the session, which helps them to make choices in their play. Staff provide activities and games that enthuse children. They enjoy developing their thinking skills as they make their own go karts with plastic crates and wheels. They learn to secure the wheels and ride and race on them. Children get some opportunities to play on the computer. However, there is scope to enhance children's understanding of information and communication technology by making more programmable toys available. The system for observing, assessing and planning for children's individual learning is well organised. This focuses on the interests and developmental stage of each child. Staff share this information with parents on a regular basis so that children's learning can be supported at home. Children are developing the skills required for learning in school. For example, they follow simple rules, listen to staff and cooperate with their friends as they play.

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

Children are happy in the setting. They smile, laugh and chat to their peers and staff as they play. This is because all staff are welcoming, supportive and sensitive to their needs. Children are well supported when they start in the setting. Staff are very flexible and work closely with parents to help children settle quickly. Children show strong attachments to their key person. Children's behaviour is managed sensitively and there is a happy, friendly atmosphere in the pre-school. Staff encourage independence and children enjoy being able to make their own choices and serve themselves healthy food and drinks. Children learn how to move around the setting and use tools and equipment safely. Staff ensure that they have an area for large physical play indoors and free access to the outside area. This helps to support children's active learning and exploration.

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

Staff have a good understanding of how to safeguard children. A well-organised range of policies and procedures support children's health, safety and well-being. Systems to monitor all children's development, including the required progress check for children aged between two and three years, are completed. These provide a broad overview of each child's abilities, skills and learning. This allows staff to identify gaps in children's development, to discuss with parents and seek further support. Children with special educational needs and/or disabilities receive very good support to gain confidence and make progress. At the last inspection the pre-school received a number of actions to improve. These have all been addressed. For example, the manager has implemented a new accident procedure policy, ensuring all serious accidents are reported immediately to Ofsted. Recruitment practices are robust and suitability checks are undertaken to ensure a safe environment for children.

## Setting details

<b>Unique reference number</b>	EY318768
<b>Local authority</b>	Bradford
<b>Inspection number</b>	992399
<b>Type of provision</b>	Full-time provision
<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>	31
<b>Name of provider</b>	Cottingley Pre School Playgroup Committee
<b>Date of previous inspection</b>	17 September 2014
<b>Telephone number</b>	07940 594 728

Cottingley Pre-School was registered in 1997. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm and 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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