

High Crags Two Year Old Unit



High Crags Primary School, Pratt Lane, SHIPLEY, West Yorkshire, BD18 2ES

Inspection date 11 March 2015
Previous inspection date Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children are cared for in this welcoming environment by kind, caring and attentive staff. As a result, they are happy and secure in their surroundings.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children and implement effective practice to minimise risk.
- Partnerships with parents are well established. Staff use various strategies to engage parents in their children's learning and development. Consequently, children are well supported between the setting and home.
- The indoor and outdoor environment is stimulating. Outside space is particularly inviting for children, with a good variety of open-ended equipment to challenge their creative and problem-solving skills.
- Staff have high expectations of the children. They are excellent role models and encourage children to share, take turns and be kind to each other. Children also enjoy lots of praise and encouragement from staff for their efforts. This helps to boost their confidence and self-esteem.

It is not yet outstanding because:

- Staff occasionally do not allow enough time for children to respond to their questions during activities.
- Staff do not always fully promote children's independence and self-help skills during snack time. This slightly reduces the choices they make and opportunities to be independent.

What the setting needs to do to improve further

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

- increase staff's understanding of the importance of allowing enough time for children to respond to their questions, to support them in further developing their communication and language skills during activities
- enhance the opportunities for children to practise their already good independence skills; for example, during snack time, incorporate opportunities for them to select their own fruit, collect their own carton of milk and put the straw in themselves.

Inspection activities

- The inspector observed play and learning activities.
- The inspector spoke with the leadership team, staff and children throughout the inspection.
- The inspector completed a joint observation with the team leader.
- The inspector carried out a meeting with the leadership team, and checked and discussed a range of documents, including policies and procedures.
- The inspector took into account the views of parents spoken with 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

The quality of teaching is good. Staff support children's communication and language development particularly well by narrating what they are doing, extending what they say and introducing new words to extend their vocabulary. For example, as the children work together to make the dough, staff talk about its texture and ask 'Does it feel slimy or lumpy?' Children listen and show good attention skills as they sprinkle more flour on the dough to change the texture. Staff teach children effectively as they play alongside children in the garden. They encourage children to build big and tall towers with the bricks, counting with them and supporting their mathematical understanding. In addition, staff model using the big chinks, by writing numbers with them on the playground floor. Children accurately identify them as numbers and attempt to write them as well. As a result, all children make good progress from their starting points. However, occasionally staff do not always allow enough time for children to respond to their questions during activities.

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

The learning environment is well organised and children can confidently access a wide range of resources. Parents feel their children are developing well and that the setting supports them in helping their children's learning at home. Children are assisted very well to move to the nursery at a time that is best for them. This means that children's confidence and well-being are successfully encouraged as they move to the next stage in their learning. Children's healthy lifestyles are enhanced as they regularly play outdoors in the fresh air, developing their physical skills as they run, climb and play hopscotch. Children are offered healthy snacks and develop their personal care skills as they take their coats and boots off and wash their hands to get rid of the germs. However, on occasions staff do not always fully promote children's independence and self-help skills during snack time. This slightly reduces the choices they make and opportunities for further developing their already good independence skills.

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

The leadership team fully understand their roles and responsibilities meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's learning and development are supported by sharply focused assessment that includes all those involved in children's learning. As a result, all children make good progress and any gaps in their learning are quickly identified. Partnerships with other organisations involved in the care and learning of children are strong. The leadership team use effective strategies to support them in monitoring and evaluating their strengths and weaknesses. For example, they involve local authority advisors, reflect on the effectiveness of their practice and use staff appraisals to monitor the educational programme. Furthermore, they ensure that staff have the qualifications and training that they need. This means that they effectively meet all children's individual needs and support their progress.

Setting details

Unique reference number	EY331042
Local authority	Bradford
Inspection number	856972
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	20
Name of provider	High Craggs Primary School Governing Body
Date of previous inspection	Not applicable
Telephone number	01274 584068

The High Craggs Two Year Old Unit was registered in 2006. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The setting opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12pm until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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