

Netherton Pre-School

Chapel Street, Netherton, Huddersfield, West Yorkshire, HD4 7ES



Inspection date

11 March 2015

Previous inspection date

29 September 2009

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

- Staff effectively use their observations to track and monitor children's progress. As a result, they provide a wide range of activities and resources, indoors and outdoors to promote children's good progress.
- Children have good opportunities to make safe and independent choices in play. Staff skilfully build on children's choices to effectively promote their learning. As a result, children are creative, imaginative and enthusiastic learners. For example, when playing outdoors, children confidently initiate creating a bus and train, where they pretend to go on a variety of adventures.
- The children are happy and they have good relationships with their key person and other staff. They respond well to the consistent routines and boundaries in place, which supports them to behave in a positive way.
- Staff effectively support children to lead a healthy lifestyle. They provide a wide range of nutritious snacks and promote effective hygiene routines. They encourage children to be active through outdoor play, which children thoroughly enjoy.
- Staff implement a wide range of policies and procedures to ensure they safeguard children. They deploy themselves well around the setting. As a result, they supervise children's play and provide any support to meet their individual needs.
- Staff make use of a 'Wow' board to celebrate children's achievements and as a result, children have high self-esteem.

It is not yet outstanding because:

- Staff do not always have a comprehensive understanding of children's learning at home.
- Leaders and managers are not yet fully supporting staff to deliver exceptional teaching and practice. Therefore, some activities lack higher levels of challenge for some children.

What the setting needs to do to improve further

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

- strengthen assessment arrangements by supporting parents more effectively to share comprehensive information about their children's development, and use this information to plan even more sharply for children's rapid progress from the start
- strengthen the already good performance management arrangements, by, for example, ensuring high-quality supervisions to enhance the monitoring and evaluation of staffs' practice, so that they pursue excellence during all activities to consistently challenge children to the highest level.

Inspection activities

- The inspector observed activities in the main playroom and outdoors.
- The inspector spoke to the children and members of staff. She held discussions and meetings with the manager during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies, procedures and self-evaluation. She checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Helen Blackburn

Inspection findings

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

Staff have a secure understanding of how young children learn and they provide activities across all areas of learning. This ensures children acquire the skills they need for school. Younger children enjoy making marks in the sand or on computer pads and older children write their name on their artwork. Staff have a good understanding of children's next steps in learning, and they plan for these well. Staff use an All about me form to gather information from parents about children's starting points, likes and care needs. However, this information does not always cover all aspects of children's progress. Therefore, when staff are assessing children's development on entry, they do not always have a comprehensive awareness of their learning at home. Staff effectively promote all children's language and communication skills, including those who speak English as an additional language. Staff swiftly seek intervention where needed, and use narratives to build up children's vocabulary.

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

Key person and settling-in arrangements are good to support children to develop strong bonds with staff. As a result, children are happy, they settle quickly and feel emotionally secure at the setting. Staff effectively support children to develop good social skills, independence and confidence. They talk to older children about what to expect when they start nursery or school. Children enjoy being active and playing outdoors. They ride their bicycles confidently around the different obstacles and enjoy playing role play with their friends. Staff implement effective health and hygiene routines to ensure they minimise the risk of illness and infection. Staff support children to independently manage their own personal care needs so that they develop good self-care skills. Staff have a positive approach to managing children's behaviour. They encourage children to share achievements and successes. As a result, children work as a team to put a 'gem' in the reward and praise jar.

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

Leaders, managers and staff have a secure understanding of the requirements of the Early Years Foundation Stage. All staff are aware of child protection issues, which means they protect children from harm. The commitment to improve is good and areas raised at the last inspection have been successfully addressed. Children now freely access drinking water and build and construct outdoors. Staff effectively monitor children's assessments and planning to ensure they quickly identify areas to improve. Performance management is routine, which includes staff supervisions and training. However, supervisions are not yet of the highest quality to consistently monitor and evaluate the quality of teaching. Therefore, during some activities, staff do not encourage children to explore all the resources available and they soon lose interest. Comments from parents are very positive. They say staff share children's progress and work well with other settings their children attend.

Setting details

Unique reference number	311301
Local authority	Kirklees
Inspection number	868012
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	34
Name of provider	Netherton Pre-School Committee
Date of previous inspection	29 September 2009
Telephone number	01484 664244

Netherton Pre-School was registered in 1992 and is managed by Netherton Pre-School Committee. The pre-school employ six members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday to Friday during term time only and sessions are from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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