

Grange Moor Pre-school

Grange Moor & Kirkburton Children's Centre, Grange Moor Primary School, Liley Lane, WAKEFIELD, West Yorkshire, WF4 4EW



Inspection date

18 March 2015

Previous inspection date

5 March 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		Outstanding	1
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 of a very high standard and children are provided with a rich learning environment both inside and outside. As a result, children are active and interested learners, who confidently explore the whole environment while following their own interests and ideas.
- The key-person system is strong and well embedded from the start. Staff begin to gather information about children's starting points during home visits and continue to assess them during their settling-in visits. Parents are also provided with suggestions on how to continue with their children's learning at home. As a result, partnerships with parents are strong.
- Children are friendly and polite. Their confidence and self-control are good. This is evident in how they behave and when interacting with others.
- Leaders and managers have an excellent understanding of the learning and development requirements. They also give the highest regard to the safeguarding and welfare requirements. As a result, children are kept safe and they continue to make very good progress.

It is not yet outstanding because:

- When planning activities, staff are very occasionally too ambitious in their expectations for the younger children.
- The strategies to involve local schools in supporting children as they move to their new learning environment, are not always successful.

What the setting needs to do to improve further

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

- evaluate and adapt small group activities further to help the youngest children make more rapid progress
- help all children make a smooth move onto their next stage in education by following up on the recent contact made with other schools in the area.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning in the inside and outside environments.
- The inspector evaluated a planned activity with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and other relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

June Rice

Inspection findings

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

Parents are kept very well informed about their children's progress. They are provided with ideas of how to extend children's learning at home. Staff are enthusiastic and focused on enabling children to take control of their own learning. They demonstrate excellent use of thinking out loud to help children to solve problems and use questions that encourage them to think. Consequently, children are developing the skills they need for school. Staff promote children's understanding of the world as they help them to dig for worms and hunt for bugs. Through skilful prompting, children count and compare the length of the worms and talk about their natural habitat. To help promote children's communication and language, staff challenge them to match letters and sounds to different items. Most children confidently complete the activity but staff do not always recognise that such tasks are slightly too ambitious for the youngest children. This means that they are sometimes unable to take the small steps they need to make more rapid progress.

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

Children are highly motivated and show a real eagerness to learn as they play and explore an environment that fully promotes their independence and physical development. They show good control as they use one-handed tools, such as spades, scissors and knives to dig, cut and slice. Children skilfully negotiate balancing beams and stepping stones and ride bicycles. Staff make excellent use of well-chosen moments to encourage children to engage with others and build relationships. For example, when children new to the setting, show an interest in what others are doing, their key person makes friendly introductions and encourages them to join in. As a result, children quickly develop very strong bonds with others, including the staff who care for them. Children are very confident in attending to their own personal needs. They change in and out of different shoes and clothing as they move between the indoor and outdoor environment. This helps children be emotionally ready for school.

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

The leaders and managers work closely with parents and outside agencies to consistently meet the needs of children. Self-assessment is thorough and the commitment to improve is well documented. Staff recruitment and a well-established programme of support show the highest priority is given to ensuring they are suitable to work with children. Leaders and managers support staff in enhancing their already good understanding of how children learn and develop. As a result, staff are well qualified and continue to embrace further training. This has a positive impact on the quality of teaching and children's learning. Staff have developed a first-class working partnership with the main school that children are preparing to attend. As a result, these children are exceptionally well supported in their move to school. However, the attempts made to involve other schools children are moving to, have not been as successful. Consequently, some children are not as well supported as others.

Setting details

Unique reference number	311399
Local authority	Kirklees
Inspection number	864994
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	23
Name of provider	Grange Moor Pre-school Committee
Date of previous inspection	5 March 2009
Telephone number	01924 849406

Grange Moor Pre-school was registered in 1996. The playgroup employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and three hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.05am until 12.05pm, Monday and Tuesday, and from 9.05am until 3.05pm, Wednesday to Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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