

Lane Pre-School Playgroup

Burnlee Road, Holmfirth, HD9 2LE



Inspection date

Previous inspection date

15 May 2015

6 February 2012

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 work very closely with other professionals and parents. They have a very good knowledge of all children and their families. Children's needs are quickly identified and are exceptionally well met, ensuring they receive the right support to reach their full potential.
- The manager and staff fully understand the requirements of the Early Years Foundation Stage. Staff regularly observe children and they plan activities based on all children's interests and their next steps in learning. Children take part in enjoyable learning experiences and have fun in their play.
- The manager tracks children's progress. Assessments show that all children make good progress from their starting points. The achievement gap has narrowed significantly.
- Children follow good hygiene practices, washing their hands before food. They sit together socially to have their meals. Children enjoy healthy food options, eating apples, raisins and oranges at snack time.
- Children are emotionally ready for their move on to school. Staff support them during this change very well. Teachers visit children in the pre-school and read stories to them. This allows children to become familiar with teachers and talk about their experiences.

It is not yet outstanding because:

- Boys are not always well supported to become fully involved in pretend play, particularly when they choose to play outside.
- The manager does not use all opportunities to maintain and enhance the good quality of teaching.

What the setting needs to do to improve further

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

- provide opportunities for boys to become more fully involved in acting out their experiences and developing their make-believe play, particularly when they choose to play outside, for example, by providing more resources that they can easily help themselves to and make choices from
- maintain and enhance the good quality of teaching, by using observations of staff practice more effectively to identify where and how improvements can be made.

Inspection activities

- The inspector observed activities in the main playroom and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed samples of documentation, including evidence of staff suitability, staff qualifications and self-evaluation form.
- The inspector took into account the views of the parents spoken to during the inspection.

Inspector

Jane Tucker

Inspection findings

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

Staff promote children's literacy, numeracy and imaginary skills very well. They pretend to hand out items from a story, such as, flour, milk and eggs. Children take on the role of the character in the book, mixing their ingredients together to make pancakes. They put their pancakes in the make-believe oven, counting to five before they look to see if they are ready. Staff encourage children to recognise letters from their name. Children stand up when they hear the letter sound that their name begins with. Staff hold up large cards and children call out the number they see. Children show their understanding of number order, recognising that the number four does not come after the number five. Staff help children to understand what happens when some of their friends have to go to hospital. They set up the role-play area as a children's hospital. Children learn how some machines are used to look at the inside of their body. They make their own scanning machine, using boxes. Children pretend to be doctors, using stethoscopes to listen to their babies' heartbeats.

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

Children arrive to a welcoming and highly stimulating environment. They confidently kiss goodbye to their parents, showing how they have formed secure emotional attachments with all staff. Children independently put on their own coat and shoes for outdoor play. They are respectful to their friends, saying sorry when they have to climb over their train track to get past them. They enjoy daily fresh air and have lots of opportunities to develop their physical skills. Children show confidence and self-motivation in their activities outside. They play well in groups, showing how they can take it in turns to walk on the balancing beams. Children create their own games outside. They hang large hoops from the branches of a tree so that they can throw balls through them. Boys pretend to be superheroes, police and fire officers. However, they do not always have additional resources to support their play that are visible and easily accessible. As a result, they quickly lose interest and do not become as deeply involved in their play and learning as possible.

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

The manager and committee members successfully implement safe recruitment procedures. All staff and committee members' Disclosure and Barring Service checks are recorded and available for inspection. Staff are experienced and well qualified. They attend core training courses and carry out research of current childcare practice, helping to promote good outcomes for children. Staff benefit from annual appraisals, and regular supervisions to discuss their performance and well-being. The manager observes staff's practice to support them in continuously developing their good teaching skills. However, she does not always evaluate these observations, to identify ways of enhancing the levels of teaching even further. Parents whose children speak English as an additional language provide positive feedback about their child's language development. Support for children with special educational needs and/or disabilities is extremely good.

Setting details

Unique reference number	EY236248
Local authority	Kirklees
Inspection number	872549
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	53
Name of provider	Lane Pre-School Playgroup Committee
Date of previous inspection	6 February 2012
Telephone number	01484 683581

Lane Pre-school Playgroup was registered in 2001. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the manager who holds Qualified Teacher Status. The pre-school opens Monday to Friday, term time only. Sessions are from 8.50am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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