

# Lightcliffe Pre-School

C/o Christchurch, Hipperholme-Lightcliffe LEP, Wakefield Road, Hipperholme,  
Halifax, HX3 8AA



## Inspection date

5 June 2015

Previous inspection date

17 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The committee and the nominated person have failed to notify Ofsted of changes to the committee, in order for the necessary checks to be carried out to assess their suitability.
- Not all children's learning in the area of technology is maximised. This is because, on occasions available resources do not always support their interests and ideas.

### It has the following strengths

- Partnerships with parents are very positive. Good quality information is shared to promote children's learning and development successfully. Parents speak extremely highly of the dedicated and creative staff team.
- The relationships between staff and children is a key strength. Children form secure attachments with their key person, which means they feel welcomed and valued. Consequently, children are confident and motivated in their learning.
- Staff complete regular and accurate observations and assessments of the children's learning and development. They effectively plan for their next steps in learning. As a result, children make good progress, including those with special educational needs and/or disabilities.
- The leaders and staff have a secure understanding of the learning and development requirements, and demonstrate effective teaching skills, which promote children's learning very well.
- The leaders and staff have a suitable understanding of the possible symptoms of abuse and neglect. They know how to manage any safeguarding concerns they may have about children's welfare. Consequently, children are kept safe from harm.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- notify Ofsted about any changes to the committee, within the required timescales, so that the necessary checks to confirm their suitability can be carried out in a timely manner.

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

- extend children's understanding of the world further, for example, by adding a wider variety of resources to support children's interest and develop their knowledge of technology.

## **Inspection activities**

- The inspector observed play and learning activities.
- The inspector spoke with the leaders, staff, committee members and children throughout the inspection.
- The inspector completed a joint observation with one of the pre-school leaders.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments, and evidence of the staff and volunteer's suitability.
- The inspector took into account the views of the 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**

Staff promote all children's communication and language development, and social skills exceptionally well, including those with communication and language difficulties. In adult-led groups, children confidently initiate conversations, share ideas and discuss these together. They take turns, listen attentively and respond well showing what they know. Furthermore, they demonstrate their mathematical understanding of position, as they play games and talk about being under and on top. Children make independent choices from the materials that staff provide and create collage pictures and models. They demonstrate excellent hand control, as they carefully spread the glue and skilfully use scissors. However, not all children are challenged in developing their skills and learning when using technology. This is because the available resources do not always maintain children's interest.

### **The contribution of the early years provision to the well-being of children requires improvement**

The pre-school is welcoming, well resourced and organised. Children develop positive hygiene practices, as they learn to use the toilet independently and wash their hands before eating. Children further demonstrate good independence, as they make healthy food choices for their snack in the self-service style cafe, and wash up their own cup and plate. The garden offers plenty of challenges and experiences for children to enjoy. In addition, children access lots of trips to the local shops, park and farm, which staff organise. Staff have high expectations of children and support them to be kind to each other, share and take turns. There are good partnerships with schools, settings and specialist services that provide help and advice. This ensures that all children are effectively supported and well prepared socially and emotionally for their move to school.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Ofsted have not been notified of changes to members of the committee. As a result, some committee members have not been checked to confirm their suitability. These committee members do not work directly with the children. Consequently, the impact of this lapse in safeguarding practice is minimised. The action required following the last inspection has been addressed. As a result, all volunteers who work directly with children have undergone checks of their suitability, which ensures that children are safe at pre-school. The staff team are well qualified, and regular training ensures that they fully understand their roles and responsibilities. The quality of teaching is good. This is effectively monitored by leaders. They use regular one-to-one meetings with individuals, staff meetings and observations of staffs teaching to develop the teams' skills and knowledge. This ensures that children's learning needs are well supported. The leaders are committed to self-evaluation and improving their practice. They have a good understanding of their strengths and areas for improvement, and continually develop the service for children and their families.

## Setting details

<b>Unique reference number</b>	EY355838
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	873521
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Lightcliffe Pre-School
<b>Date of previous inspection</b>	17 November 2011
<b>Telephone number</b>	07816216292

The Lightcliffe Pre-School was registered in 2007. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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