

# St Andrew's Pre-School

Huddersfield Road, Halifax, West Yorkshire, HX3 0AA



## Inspection date

11 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 nominated person has failed to notify Ofsted of changes to the committee, in order for the necessary checks to be carried out to assess their suitability.
- Staff do not always remind children of handwashing routines, therefore, their good health is not always effectively promoted.

### It has the following strengths

- Staff have a good understanding of children's individual needs. The effective key-person system helps children to feel comfortable and secure. Consequently, children develop good levels of confidence and are emotionally well prepared for their next stage of learning, including being ready for school.
- Staff and managers have a suitable knowledge and understanding of the safeguarding and welfare requirements. This means that children are well protected and kept safe from harm.
- The quality of teaching is good. Well-qualified and knowledgeable staff provide a broad range of interesting activities and resources, so that children have good opportunities to make their own choices in play. As a result, children develop good levels of confidence and make good progress across the seven areas of learning.
- Partnerships with parents, schools and other professionals are strong. This ensures that the consistency of care and education for children is very effective. Parents are very complementary of the staff at pre-school and the impact they have on their children's learning.

## 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:

- ensure handwashing routines at snack times are always followed to promote children's self-care and good health.

## Inspection activities

- The inspector held meetings with the manager, a committee member and spoke with staff and children at appropriate times during the inspection.
- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of the parents and carers spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

## 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 manager understands her responsibility in meeting the learning and development requirements and implements these well. Staff promote all children's communication and language development and social skills very well. They plan exciting trips to the farm and prompt young children to confidently retell popular stories they know, while older children talk about sheepdogs and what they do. As children work on the computer, staff ask excellent questions to encourage them to think and discuss what they need to do and what they are finding out. Children explore mathematical concepts, such as larger and smaller, and accurately identify colours as they play a matching game. Creative activities, which staff provide, develop children's physical skills as they squeeze tweezers to skilfully pick up small pom-poms and collect them in a dish. Staff regularly talk with parents, observe children and carefully check their progress. This is monitored by the manager. As a result, staff know the children well and provide learning opportunities that help them achieve their next learning goals. These good opportunities and the quality of the teaching ensure that children make good progress.

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

Children's individual needs, confidence and self-esteem are well supported. As a result, they are motivated and active learners. Staff organise the environment to enable children to initiate their own play and select their own resources. Consequently, children demonstrate high levels of independence as they freely move around the pre-school. Children are supported effectively by staff in learning to behave well. Staff are consistent in their positive approach to supporting children's learning to take turns and work cooperatively. This results in a very calm and caring atmosphere. Children are encouraged to wash their own hands before eating lunch, promoting their self-help skills. However, staff do not always ensure children wash their hands before snack. As a result, children's understanding of the importance of good hygiene is not consistently promoted.

### **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. Staff regularly attend training, including first aid and safeguarding. The manager is successful in supporting and motivating staff using strategies, such as one-to-one meetings, staff meetings and peer observations, to further their professional development. Therefore, staff's expertise further supports the good progress that children make. The manager drives improvement and involves parents, the committee, staff, local schools and the local authority to help develop the pre-school further. Partnerships are very well developed. Teachers from the local schools in the area are invited to meet children prior to starting school. This helps to promote consistency in children's learning and ensures they are emotionally prepared for their move to school.

## Setting details

<b>Unique reference number</b>	303819
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	867497
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	St Andrew's Playgroup (Halifax) Committee
<b>Date of previous inspection</b>	17 November 2011
<b>Telephone number</b>	01422 360950

St Andrew's Pre-School was registered in 1972. The pre-school employs five members of childcare staff. Of these four hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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