

# Hoyle Court Pre-School

Hoyle Court Primary School, Fyfe Grove, Baildon, West Yorkshire, BD17 6DN



## Inspection date

11 June 2015

## Previous inspection date

4 February 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 |                      | Requires improvement | 3 |
| 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:

- Children's hours of attendance are not accurately recorded.
- The safeguarding policy does not include the action to be taken in the event of an allegation being made against a member of staff. As a result, staff are not fully aware of the procedures they are required to undertake.
- Supervision of staff is in its infancy and does not focus on enhancing the quality of teaching to a higher level.
- Occasionally, staff miss opportunities to extend children's vocabulary and critical-thinking skills.
- Staff do not always present books well, which means children are not learning how to handle books carefully to fully enhance their early literacy skills.

### It has the following strengths

- Partnerships with parents, the host school and external agencies are strong and contribute to the ongoing developments of the pre-school.
- Children are happy, settled and secure. Staff help them to develop good personal, social and emotional skills, which prepares them well for the next stage in learning.
- Children enjoy healthy snacks and regular outdoor experiences, which promotes their good health.
- Children behave well and display good cooperative skills when playing together, therefore establishing good relationships with each other.
- Staff regularly observe and assess children's progress, using this information to plan activities to support their next steps in learning. As a result, children make progress from their starting points.

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

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

- keep an accurate record of children's hours of attendance
- ensure the written safeguarding policy includes the full procedure to follow if allegations are made against a staff member and ensure all staff are aware of this procedure
- ensure that the supervision arrangements provide the manager and staff with a clear programme of support to promote the quality of teaching, so that children continually benefit from highly stimulating learning experiences.

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

- support the staff to gain an even greater awareness of how to make the most of opportunities to develop children's vocabulary and critical-thinking skills as they arise during activities and daily routines
- improve the arrangement of resources so children can access books easily during their play to further strengthen their interest in books and develop their early literacy skills.

### **To meet the requirements of the Childcare Register the provider must:**

- keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities in the inside and outside learning environment.
- The inspector spoke with children and staff. She also held a meeting with the deputy manager and the manager.
- The inspector took account of the views of parents spoken to on the day and through their written comments.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, evidence of the suitability of staff and first-aid qualifications.

### **Inspector**

Amanda Forrest

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff have a suitable knowledge of the requirements of the Early Years Foundation Stage. Staff understand each child's individual needs and learning styles, which allows the children to make progress in their learning. Staff question children during child-led activities, which encourages children to work problems out for themselves as they play. For example, children work together to build a castle with wooden bricks. However, during planned activities, staff are inconsistent in their approach and do not always ask questions that challenge children to solve problems. As a result, this sometimes limits children in extending their critical-thinking skills. Children independently access a wide range of creative resources and discuss the cards which they are making for Father's Day. As a result, children are motivated and proud of their creations. Staff support children's early literacy skills well and children have access to a large selection of books. However, the organisation of these makes it difficult for the children to find age- appropriate books, to build their interest in reading. Staff share children's learning with parents, through daily books and learning journals, to update them about their child's achievements.

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

Staff support children well when they first start at the pre-school and with the move to school. This ensures that positive relationships are maintained between staff and children. Staff work closely with parents to obtain detailed information from them about their child. This promotes strong partnerships with parents. Children's physical development is good because they have regular opportunities for exercise in the outdoor area. For example, children climb, balance and explore wooden structures outdoors in the playground. Children behave well because staff ensure children are involved in devising the rules for the pre-school. For example, staff teach the children to share and work together with their friends during ball games outdoors, such as football and catching, and to walk indoors.

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

The manager has a satisfactory understanding of the safeguarding and welfare requirements. Staff have a good understanding of how to safeguard children and how to keep the environment safe and secure. However, an explanation about the correct action to take if allegations are made against staff is not clearly included in the written safeguarding policy. As a result, some staff are unsure of the procedure to follow or where to find the relevant information. In addition, daily registers do not include children's hours of attendance, which compromises children's safety and well-being. Self-evaluation is in place and staff seek the views of parents to further develop the service. Staff hold appropriate childcare qualifications and receive opportunities to extend their knowledge by attending training to further enhance their practice. In addition, staff are supported through supervisions and appraisal. However, supervisions are in their infancy and the impact of this is not evident in the consistency of staff practice and raising the quality of teaching.

## Setting details

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Unique reference number</b>     | 301959                           |
| <b>Local authority</b>             | Bradford                         |
| <b>Inspection number</b>           | 864711                           |
| <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>      | 26                               |
| <b>Number of children on roll</b>  | 52                               |
| <b>Name of provider</b>            | Hoyle Court Pre School Committee |
| <b>Date of previous inspection</b> | 4 February 2011                  |
| <b>Telephone number</b>            | 01274 581 898 or 07890 603 970   |

Hoyle Court Pre-School was registered in 1984. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm, term time only. A lunch club is also offered to provide continuous provision for families. The pre-school provides funded early education for two-, three- and four-year-old children.

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