

Addingham Pre-School

Addingham Primary School, Bolton Road, Addingham, ILKLEY, West Yorkshire, LS29 0NR



Inspection date	8 July 2015
Previous inspection date	4 July 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff have consistently high expectations of themselves and have high aspirations for all children. Their firm belief that all children are competent learners leads to an exceptional commitment to inclusion. They remove barriers to learning and establish first-class partnership working with others. Consequently, all children make excellent progress.
- Children's learning is significantly enhanced, because of staff's high quality interaction, motivation and enthusiasm, and a highly accessible and vibrant learning environment.
- Staff build outstanding relationships with parents and others, as part of the excellent settling-in programmes and children's ongoing care and education. As part of this, there is comprehensive information sharing. Consequently, children's individual needs are exceedingly well met.
- Staff model excellent social skills. As a result, children's behaviour is exceptional and they are highly sociable. They negotiate and share ideas during animated creative play, and are extremely helpful and kind to one another.
- Staff ignite children's curiosity, and their thirst and enthusiasm for learning, with a wealth of first-hand experiences. Children thoroughly enjoy recalling and reflecting on such experiences, captured in photograph booklets sited in the reading area.
- Parents are exceptionally well informed about their children's learning and development, and are magnificently involved in supporting this at home.
- The committee and staff have a thorough understanding of their roles and responsibilities, as a result of first-class induction. Therefore, they implement the Early Years Foundation Stage with outstanding success.

What the setting needs to do to improve further

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

- consider providing children with even greater levels of support when they are completing their personal care routines.

Inspection activities

- The inspector observed activities and care routines in the indoor and outdoor learning environment.
- The inspector spoke with children and staff at appropriate times during the inspection and conducted a joint observation with one of the managers.
- The inspector held meetings with the managers and nominated individual.
- The inspector looked at children's records of learning, assessment records and planning documentation.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the provider's self-evaluation documents and action plans.
- The inspector took account of the views of parents spoken to on the day, comments from the evaluation forms of children and parents and written feedback from other professionals.

Inspector

Rachel Ayo

Inspection findings

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

Staff take full account of children's preferred learning styles, interests and fascinations, when planning activities. Consequently, each child's learning journal is unique and specifically tailored to them. This means that children show high levels of engagement, independence, focus and perseverance; skills that prepare them well for school. Staff's skilful questioning supports children's language development and encourages them to think critically and creatively. Staff make this fun during a challenging mathematics activity; they rub their forehead, saying 'Let's warm our thinking up'. Outdoors, children delight in making a potion pie with sand. They express amusing ideas while imaginatively thinking of things to add, having immense fun. Staff enhance this, by showing superb levels of interest and engagement, and by expressing positive facial gestures and excitement. They make excellent use of spontaneous events to enhance children's learning, such as capturing the process of a bird making a nest in the garden.

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

Children form secure attachments, as a result of the excellent key-person system. Extensive information is gathered from parents, who are also asked to bring security packs to support children having difficulties during this time. Staff continue to support children's emotional well-being to a high standard as they move between settings or leave for school. Children, including those with special educational needs and/or disabilities, respond extremely well to visual timetables of the daily routine and prompts, such as staff signing, ringing a bell or singing. Children feel secure, because they know what happens next. There is scope for staff to enhance the organisation of some routines, to provide children with even greater levels of support. Staff effectively foster children's physical well-being and understanding of being healthy and staying safe. Children have free access to the outdoors and harvest fruit and vegetables. Visitors reinforce children's understanding superbly and the pre-school take part in a healthy teeth award scheme.

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

Staff and the committee show exceptional passion, commitment and dedication to meeting all children's individual needs. Each staff member complements the team with their different qualifications, skills, knowledge and high levels of expertise. This has a significant impact on children's care and learning. This is enhanced through excellent monitoring of staff and identification of continued professional development. There is superior self-reflection. Everyone, including parents and children, are involved in this and feedback is exceptionally complimentary. Extensive safeguarding policies and procedures work stringently in practice. Staff hold regular progress meetings with parents. They are given information and resource packs, to support next steps for learning at home, as well as displays and booklets exemplifying this. Children take turns to take home the pre-school bear for the weekend, or on a holiday. They delight in observing the bear's adventures, depicted in photographs and highlighted on a world map.

Setting details

Unique reference number	EY416548
Local authority	Bradford
Inspection number	851738
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	50
Name of provider	Addingham Pre-School Playgroup Committee
Date of previous inspection	4 July 2011
Telephone number	01943830450

Addingham Pre-School has registered in 2010 in its current premises. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one of the managers holds Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions run every morning from 8.45am to 11.45am. During the autumn term, afternoon sessions run on Monday, Tuesday and Thursday from 12.50pm to 3.20pm. During the spring and summer terms, afternoon sessions run on Monday, Tuesday, Thursday and Friday from 12.20pm to 3.20pm. The pre-school provides funded early education for three- and four-year-old children, and supports children with special educational needs and/or disabilities.

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