

# Upper Hopton Pre-School

Croft House Community Centre, Jackroyd Lane, Upper Hopton, Mirfield, West Yorkshire, WF14 8HS



<b>Inspection date</b>	8 October 2015
Previous inspection date	3 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and staff have worked exceptionally hard to make the required improvements since the last inspection. The appointment of a new, highly skilled manager has contributed greatly to their success. This is acknowledged by both parents and staff.
- Communication between the manager, committee, staff, parents and community members has greatly improved. This ensures all are kept up to date and their views are sought and used well to help make the pre-school even better.
- Robust performance management of staff has led to great improvements in the quality of teaching, which is now consistently good. Children are making good and better progress, and are well prepared for school as a result.
- The pre-school makes full use of the village facilities and members of the community to provide children with a wide range of interesting, exciting and meaningful learning opportunities. This helps them understand how to value others, care for the environment and take pride in the community they live in.
- Children are supported well to settle into pre-school and are kept safe and secure. Parents state their children love coming, are making friends and get lots of time and attention from staff to support their learning.

### It is not yet outstanding because:

- Opportunities for staff to learn from, and further develop, one another's professional knowledge and expertise, are not fully developed.
- When planning activities for children staff do not always fully respond to the current interests of the children to engage them fully in their learning.

## What the setting needs to do to improve further

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

- improve teaching even further by enhancing arrangements for staff to learn from, and develop, one another's professional knowledge and expertise
- ensure the identified current interests of children are used in a timely manner when planning activities for children to further support their learning and progress.

### Inspection activities

- The inspector observed a range of activities both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and the nominated person for the committee of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of 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

Rachael Flesher

## Inspection findings

### Effectiveness of the leadership and management is good

The committee takes an active role in the leadership and management of the pre-school and accountability at all levels has improved. Leaders robustly monitor the accuracy of assessments and the progress children are making, and address any issues accordingly. The manager coaches and mentors staff on a regular basis and they access a good range of training. This greatly improves staff confidence and overall practice; consequently, morale is high. However, peer observations are not yet used to maximum effect to help staff learn from each other and improve their teaching further. The manager is successfully embedding a culture of reflective practice and leaders and staff are always looking for ways to improve. They know what to do if they have a concern about a child or general practice and maintain an up-to-date knowledge of safeguarding policy and procedures. The arrangements for safeguarding are effective as result.

### Quality of teaching, learning and assessment is good

Staff gather a wide range of information from parents when children first start and at regular intervals. This is used alongside their own observations to make checks to assess what children know, understand and can do. As a result, staff know the children well and understand where they need to support their learning further to narrow any gaps. They use this information to plan activities, although not always in a timely manner to provide learning opportunities that will most interest the children. Staff talk with parents regularly about their child's progress and provide guidance on how to support their learning at home. Improvements in teaching can be seen in how confidently staff challenge and extend children's learning. They ask children questions, encourage them to contribute their ideas, speculate what might happen and recall events. Children enjoy these interactions and the praise they receive for their efforts.

### Personal development, behaviour and welfare are good

Staff take time to get to know the children and develop strong relationships with them, which parents value. Staff work hard to make sure children are developing the skills they need in readiness for school. They support children to learn how to share, take turns and sit and listen. Staff teach children to dress and undress themselves, use the toilet independently and make healthy choices at meal times. Children confidently play with other children and enjoy the company of adults. Effective partnership working is in place to support children during their transition to school. Staff share everything they know about the children with the teachers during visits and meetings. Consequently schools comment on how confident and independent the children are on arrival at school and how well they can concentrate and listen to instruction.

### Outcomes for children are good

The improvements in leadership and teaching have had a significant impact on the progress children are making. Children's progress is carefully monitored and where any gaps in learning are identified, leaders and staff quickly set about addressing these to help them catch up quickly. Consequently all children make at least good progress and are well-prepared for school.

## Setting details

<b>Unique reference number</b>	311348
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1005309
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Upper Hopton Playgroup Committee
<b>Date of previous inspection</b>	3 November 2014
<b>Telephone number</b>	07989 212296

Upper Hopton Pre-School was registered in 1993 and is managed by a voluntary committee. It operates from Croft House Community Centre and has an enclosed area available for outdoor play. The group employs five members of childcare staff; four hold appropriate early years qualifications at level 3 and one holds Qualified Teacher Status. The group opens Monday, Tuesday and Thursday from 9am to 3pm and Wednesday and Friday from 9am to 1pm, term time only. The group receives funding for the provision of free early education for two, three- and four-year-old children.

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