

Oakenshaw Pre-School Playgroup

St. Andrews Church Hall, Bradford Road, Oakenshaw, Bradford, West Yorkshire,
BD12 7EN



Inspection date

19 October 2015

Previous inspection date

14 November 2011

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

Summary of key findings for parents

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

- The manager has failed to put arrangements in place for the supervision of staff. This does not fully support the staff in their roles or challenge them to improve.
- Staff do not share information with the other settings that children attend. Therefore, children do not benefit from continuity of care and learning.
- The management team do not make the best use of self-evaluation to identify what the pre-school does well and what it needs to do to improve.
- Staff do not complete assessments of what children already know and can do when they first start, and information gathered from parents about their children's starting points is insufficient. As a result, the initial planning of activities does not always match the learning needs of children.
- The assessments that the staff provide for parents are not always precise or detailed enough. Therefore, parents do not get a full picture of their children's achievements.

It has the following strengths

- Staff place a high emphasis on helping all children develop their communication and language skills.
- The key-person system is implemented well, which enables children to quickly build affectionate relationships with staff and feel emotionally secure.
- Children are well cared for and staff successfully promote their good health and safety. As a result, children are happy and settled at pre-school and eager to take part.

What the setting needs to do to improve further

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

	Due Date
■ put in place appropriate arrangements for the supervision of staff to support them in their role and to promote continuous improvement	02/11/2015
■ develop effective links with the other provisions that children attend to share information regarding the children's learning and development and maximise their progress	02/11/2015
■ complete initial assessments of the children's development, and obtain precise information from parents about what their children already know and can do when they first join the setting.	02/11/2015

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

- develop effective ways of monitoring and reviewing the effectiveness of the pre-school to ensure continuous improvement
- provide more-accurate information for parents about their children's achievements.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and staff. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager does not complete regular supervision with the staff to support them in their roles. However, safeguarding arrangements are effective and the manager and committee ensure that all staff are suitable to work with children. Staff are fully aware of how to protect children and clearly understand what they need to do if they have concerns. Staff have opportunities to attend training, although this is mainly statutory, such as first aid and safeguarding. However, staff who attend training through their own means use the skills they learn to improve the learning outcomes for the children. Management do not accurately identify all of the pre-school's strengths and areas for development. Consequently, the pre-school's capacity to improve is hindered. Staff work well with other agencies involved in the care of children, such as health professionals. However, they do not always work in partnership with other settings that children attend.

Quality of teaching, learning and assessment requires improvement

The staff are well qualified. They promote children's communication and language skills especially well. Staff actively join in with children's play and ask carefully considered questions. This helps sustain children's interest and promotes a positive attitude towards learning. Staff observe the children and assess their progress. They identify the next steps in learning, and use this information to inform the activities. They differentiate the activities well to meet the differing abilities of the children. However, they do not assess children's starting points or get sufficient information from parents about what their children already know and can do when they first start at the pre-school. This means they do not have a fully detailed overview from which to plan for children's next steps in learning when they first start. Staff are also unable to monitor their overall progress. The records that they maintain and make available for parents are inaccurate and do not always clearly show the progress that children have made.

Personal development, behaviour and welfare require improvement

Staff help children to become independent. They give children time and encouragement to attend to their own personal needs, helping to foster their physical well-being. Staff teach children to develop their knowledge and understanding of healthy eating and lifestyle choices. Children develop good social skills. At group times staff encourage them to listen to one another about their experiences, such as a visit to the opticians. They learn to respect and value one another's similarities and differences well. Children are given clear messages about expected behaviours. They listen to staff and respond well to instructions.

Outcomes for children require improvement

Teaching is variable. However, children are working in the expected development age band. Therefore, they are developing most of the skills needed in readiness for school.

Setting details

Unique reference number	311420
Local authority	Kirklees
Inspection number	864996
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	19
Name of provider	Oakenshaw Pre-School Playgroup Committee
Date of previous inspection	14 November 2011
Telephone number	07967 518277 or 01274 600025

Oakenshaw Pre-School Playgroup was registered in 1997. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above. One member of staff has a degree in early years practice. The pre-school opens Monday and Tuesday from 9am to 1.15pm, Wednesday from 9am to 2.45pm and Thursday from 9am to 12pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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