

# St Andrew's Pre-School

Huddersfield Road, Halifax, West Yorkshire, HX3 0AA



## Inspection date

23 October 2015

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff observe children and use this information to plan for children's individual next steps in learning. Information from children's assessments is regularly shared with parents so that learning can be continued at home.
- The key-person system is very well established and fosters very good partnerships with parents. Children form secure attachments and a shared approach is adopted to their learning, development and well-being.
- Children are motivated and independent learners. They play in a welcoming and stimulating environment. Children are eager to learn, think, question and explore.
- Staff use positive praise and encouragement to build children's self-esteem and confidence. Children respond well to this and their behaviour is good.
- Staff have developed strong links with local schools. They use these partnerships well to help prepare children as they move on to their next stage of learning.
- The manager and her team thoroughly evaluate all aspects of their provision on a regular basis. They use the information effectively to further improve the quality of teaching and make improvements in the environment to support all children.

### It is not yet outstanding because:

- On occasion, staff over-direct children and have a predetermined end result in mind during creative activities. This does not fully promote children's individual expression.
- The manager has not fully implemented systems to support the precise monitoring of the progress of specific groups of children. This means she cannot be sure that children who require additional support make as much progress as possible.

## What the setting needs to do to improve further

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

- provide more opportunities for children to express their individuality in creative activities to fully promote their good development
- focus more precisely on systems for checking children's progress to identify groups of children who may benefit from additional or targeted support, so that all children make the best possible progress.

### Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector held meetings with the manager and spoke to staff and children when appropriate during the inspection.
- The inspector conducted a joint observation with the setting manager.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the pre-school's self-evaluation form and improvement plan.

### Inspector

Amanda Forrest

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding children are effective. Effective staff recruitment procedures and ongoing suitability checks are in place. Staff have an excellent awareness of how to keep children safe from harm and ensure their welfare. The manager works directly in the room with children, this helps her to actively support staff in their professional development. The manager and staff have a clear vision for the pre-school. Action plans highlight areas they would like to improve. In addition, staff benefit from effective supervision and support of their professional development. Staff continually improve their already good teaching skills and this has a positive impact on children's progress. Good working relationships with other agencies, such as the local schools, ensure families receive the help they need promptly.

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

The manager and staff are well qualified and demonstrate a secure understanding of the Early Years Foundation Stage. Children enjoy playing with a wide selection of good quality toys and resources. Activities are based on children's interests and the environment is adapted to support their learning well. This contributes towards children being motivated and able to explore freely. Staff use a variety of questioning techniques to effectively promote children's communication and language development. Children are developing good literacy skills. They find their names at self-registration and use a variety of media in the role-play area, as they write notes as they play. Staff encourage children to count during everyday activities and routines. This contributes to children learning effective mathematical skills.

### Personal development, behaviour and welfare are good

Children form strong attachments with their peers and staff. They behave well and show care and concern for those around them. Staff offer consistent and appropriate praise. Children take pride in their achievements and have good levels of self-esteem. Staff focus on teaching positive behaviour and are clear about their expectations. Children have opportunities to develop their personal skills and independence. For example, they select their own toys and resources, and older children put on their coats while younger children are helped by staff. Staff emphasise the importance of healthy eating and children enjoy sharing fruit at snack time. In addition, staff provide opportunities for children to develop physical skills when they play outside. Children confidently climb on apparatus and manoeuvre themselves and toys around obstacles. Children learn about the wider world around them through well-planned activities. Staff take time to teach the children about different festivals and celebrations.

### Outcomes for children are good

Children are confident, happy and settled in this welcoming pre-school. Staff provide a stimulating environment for the children to learn. All children make good progress from their starting points, including those in receipt of funding. All children develop the skills and attitudes to prepare them well for the eventual move to school.

## Setting details

<b>Unique reference number</b>	303819
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1017707
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	St Andrew's Playgroup (Halifax) Committee
<b>Date of previous inspection</b>	11 June 2015
<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, during 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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