

# Woodside Pre-School

Moor End Academy, Dryclough Road, HUDDERSFIELD, HD4 5JA



## Inspection date

Previous inspection date

21 January 2016

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.
- The manager leads her staff well. She works closely with the senior staff to set a clear direction for consistent improvement. Procedures to develop staff's performance, including the quality of teaching, are good. Staff work well with other local early years providers to ensure children receive complementary learning experiences.
- Children behave well and show that they feel safe. Staff help them to try hard and take pride in their achievements. Children form close relationships with adults and other children. They quickly grow in confidence.
- Staff accurately assess children's progress and use the information well to provide activities to help them reach their next steps in learning. Staff provide a bright and welcoming environment that children are keen to explore. Children particularly enjoy looking at books together and listening to stories and rhymes.
- Staff work closely and effectively with children's families. They provide regular and useful information to parents and carers about their children's development and achievements. Children benefit from a consistent approach to their care and learning.

### It is not yet outstanding because:

- Although the quality of teaching is good overall, staff do not always provide challenging activities to support children's developing climbing and balancing skills, particularly for those who learn better outdoors.

## What the setting needs to do to improve further

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

- provide more challenging activities for children to extend their climbing and balancing skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. He looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The manager sets high expectations and is well supported by senior staff, who share her drive to achieve good standards. The pre-school works well with other early years providers and the local authority to identify and build on good practice. Staff are keen to develop their teaching skills. They are well qualified and take good advantage of training opportunities to improve the achievement levels of all groups of children. Self-evaluation procedures are rigorous and accurate. The manager ensures that identified areas for improvement reflect the views of all those involved in children's learning. Arrangements for safeguarding are effective. Staff are vigilant and knowledgeable about procedures for child protection. They ensure children are safe at all times.

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

Staff make learning fun for children of all abilities. Staff understand the needs of children well and make accurate assessments of their progress. They use a wide range of teaching approaches to engage and inform children. Children enjoy participating in role play as dinosaurs or superheroes. They investigate the pathways that sand and water take through different shaped pipes and containers. Staff help children to reach the next steps in their learning. Early reading, writing and mathematical skills are taught well. Staff ask questions skilfully. Children talk about their activities and explain what they are thinking. They enjoy joining in with action songs. They follow stories closely and join in with repeated phrases.

### Personal development, behaviour and welfare are good

Staff help children to be tolerant and to work together. Children show concern for each other and share toys with little prompting. Staff are good role models and manage children's behaviour successfully. Staff respect children's views and opinions and children follow their example, listening attentively and being polite to adults and each other. Children become increasingly independent in their learning. They make decisions about which activities to play with and show a growing sense of responsibility for their environment. They put resources back when they have finished and join in enthusiastically with the 'tidy up' song. Children have a good knowledge of personal hygiene routines and how to keep themselves safe. They enjoy healthy lunches and use knives and forks sensibly. They like to try different types of food, increasing their understanding of a varied diet.

### Outcomes for children are good

Children make consistently good or better progress from their starting points. Any gaps in learning between individuals or groups of learners are closing. Disabled children and those with special educational needs are given the support they need to reach the challenging targets set for them. All children, including those with English as an additional language, effectively build the skills and knowledge they need to achieve well in the future.

## Setting details

<b>Unique reference number</b>	EY485863
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1005488
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Moor End Educational Services Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07738 683750

Woodside Pre-School was registered in 2015. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including two with Early Years Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It also supports disabled children, those with special educational needs and those with English as an additional language.

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