

Wellhouse Pre-School

Wellhouse Lane, MIRFIELD, West Yorkshire, WF14 0BE



Inspection date

2 February 2016

Previous inspection date

12 December 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is highly ambitious for the success of the pre-school. She provides a clear direction for staff to follow and they share her drive and sense of purpose. They have maintained the high standards of teaching and learning achieved at the last inspection.
- Staff have an excellent understanding of the learning and development needs of children in the early years. Children experience exciting activities which are carefully planned to help them make rapid progress in all aspects of their learning. Staff help children to make the most of every moment they spend in the pre-school.
- Children learn and play in an extremely caring environment. Staff give a high priority to keeping children safe and ensuring they are well protected. Children who choose to be outside learn how to play safely among the trees, bridges and plants of the natural wild area.
- Children make outstanding progress from their individual starting points. They are very well prepared to build on their success when they start the next stage of their education. Staff have thorough procedures to assess children's achievement and help them build rapidly on their earlier learning. Staff are quick to identify and address any gaps in children's knowledge and understanding.
- Staff successfully help children to work and play well together. Children form strong bonds with staff, who provide excellent role models for them to follow. Children's behaviour is excellent. They are kind and caring towards each other.
- Staff work closely with parents. Relationships are excellent. Staff provide regular and detailed information on children's achievement and guidance to boost their learning at home.

What the setting needs to do to improve further

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

- continue to promote staff's ongoing professional development that maintains the highest quality of teaching and exceptional outcomes for children.

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 outstanding

Arrangements for safeguarding are effective. Staff are very well trained in child protection and first aid. They apply their knowledge extremely well to create a safe and exciting environment for children in their care. The manager has an extremely clear vision and sense of purpose and sets an excellent example to others. Procedures for self-evaluation are very rigorous. Senior staff are reflective about the effectiveness of the care, teaching and learning they provide. They set challenging targets for further improvement, which are effectively shared with staff, parents and the children. Staff share their expert knowledge. The manager and staff recognise the importance of continually deepening their professional development to maintain the high-quality provision for children. Parents value the warm welcome and care their children receive and the impact staff have on their children's achievements.

Quality of teaching, learning and assessment is outstanding

Staff ensure learning is motivating and highly enjoyable. For example, children investigate positional language by creating towers of wooden blocks, using chopsticks from their Chinese cafe to move them. Children learn to try their very best and to take pride in their work. Early reading, writing and number skills are very well taught. Staff help children to make excellent progress in recognising letters and the sounds they make. They support children to count accurately to beyond 20 and to add on one more. Staff have a very good knowledge of children's different learning and development needs, including disabled children and those with special educational needs. Activities are very carefully planned to help children of all abilities make rapid progress in their learning.

Personal development, behaviour and welfare are outstanding

Children are polite, friendly and very well behaved. They respond positively to the excellent examples staff set. Relationships between staff and children are excellent. Children's social skills are very well developed. Staff help them to mix with others and communicate their needs effectively. Parents and visitors are warmly welcomed by staff and the children. Children learn to make reasonable decisions and to choose the resources they require. Staff support them to understand the importance of rules and value the views of others. Children contribute to the development of the smooth running and daily routines in the pre-school and confidently share their opinions with staff. They are happy and busy throughout the sessions.

Outcomes for children are outstanding

Staff ensure that children build rapidly on the skills they have gained to support their future learning. The manager carefully analyses the progress made by different groups of children. Any gaps in learning are speedily addressed. Children make outstanding progress during their time in the pre-school. Staff help all children, including those who speak English as an additional language, achieve extremely well in all areas of learning.

Setting details

Unique reference number	EY244377
Local authority	Kirklees
Inspection number	848332
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	42
Name of provider	Wellhouse Pre-School Committee
Date of previous inspection	12 December 2011
Telephone number	01924 493216

Wellhouse Pre-School was registered in 2002. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 4 and one at level 5. The pre-school opens from Monday to Friday all year round. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children, those with special educational needs and those who speak English as an additional language.

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