

Red Brick Pre-School Playgroup

St John Fisher/Thomas Moore Church, Bradford Road, Burley in Wharfedale, LS29
7PX



Inspection date

26 February 2016

Previous inspection date

6 March 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

- Parents highly value the 'caring, enthusiastic and dedicated staff' who 'strive to do their very best for children'. Children are safe, happy and thriving in their care.
- Children behave well and show great care towards one another, particularly those younger than themselves. They have formed strong attachments to staff, are settled, and clearly enjoy their time at pre-school.
- Staff have access to a range of professional development opportunities and are fully supported to undertake higher qualifications. This ensures a well-qualified workforce that understands how to teach children well, in order to support their all-round development.
- Leaders and staff successfully engage parents in the pre-school, and their child's learning and development, right from the start. This ensures staff know the children and their families exceptionally well in order to fully support children to make the best possible progress.

It is not yet outstanding because:

- Current performance management processes do not robustly identify and monitor clear targets to support leaders and staff to challenge and improve the quality of their practice and outcomes for children, even further.
- Staff do not always provide children with the time they need to think about, and respond to questions they have been asked to extend their learning.

What the setting needs to do to improve further

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

- develop performance management and improvement planning processes to ensure leaders and staff always have clearly agreed targets to work towards to further improve practice and ensure accountability at all levels
- provide children with sufficient time to think about and answer questions to further develop their learning.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held discussions with the manager 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 HMI

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff work well as a team ensuring good communication so all are well informed in order to meet the needs of the children. Leaders and staff access up to date training and information and all staff are trained in first aid. Policies and procedures are reviewed accordingly and staff regularly discuss any issues and new information. As a result, they are confident in their roles to promote children's safety and welfare. Leaders and staff review and reflect on what they do daily and during staff meetings. However, areas for development are not always agreed and recorded in order to effectively monitor the impact of improvements and tackle any underperformance should the need arise. Children's progress is closely monitored and staff skilfully direct their teaching to help children catch up when they are at risk of falling behind.

Quality of teaching, learning and assessment is good

Staff know what interests the children and what individual support they need. They understand how to play alongside children to motivate and extend their learning. For example, children thoroughly enjoyed investigating the cornflour mix and delighted as it slowly dripped through the colander onto their hands. While painting they mixed colours in their hands and recognised the different colours they had made. Staff provide ample opportunities for children to practice their language and literacy skills and promote their mathematical development well. This is because staff ask pertinent questions to challenge their thinking, although they do not always give children sufficient time to fully consider their response.

Personal development, behaviour and welfare are good

Children are developing a good understanding of differences in one another; for example they recently learnt all about Chinese New Year with the help of a Chinese family at the pre-school. They understand that some children have allergies and how they need to help them avoid certain foods at mealtimes. Robust settling in procedures are established and parents are welcome to stay at any time. Children's achievements are shared and celebrated resulting in high levels of self-esteem. Quieter and less confident children are supported well by staff to take part in activities and learn how to socialise with other children. Parents particularly value how well staff support children's personal and social skills, in readiness for school. Staff work well with local schools to support children during their transition to school. For example, children's artwork from pre-school is sent to the school to be displayed in their classroom ready for their first day.

Outcomes for children are good

Children value one another's friendships and are happy to take turns and share resources, such as dressing up outfits. They are inquisitive, actively engaged and keen to learn. Most children are extremely confident and all children are highly independent; even the youngest children can take care of their own care needs with great skill. This prepares them very well for school, which teachers highly value. All children enjoy the activities provided because they challenge and interest them. This greatly motivates their learning and they are making good progress as a result.

Setting details

Unique reference number	EY262710
Local authority	Bradford
Inspection number	1031694
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 - 4
Total number of places	24
Number of children on roll	14
Name of provider	Helen Michelle Reynolds
Date of previous inspection	6 March 2015
Telephone number	07971 407768

Redbrick Pre-School Playgroup has been operating from the current premises since 1980 and was re-registered in 2004. The pre-school employs three members of childcare staff; one of whom has an appropriate childcare qualification at level 5 and two at level 3. The pre-school opens five mornings a week, from 9.15am to 12.15pm, during term time only. A lunch club is offered each day, from 12.15pm to 1.15pm. The pre-school provides funded early education for two, three- and four-year-old children.

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