

# Ilkley Preschool Playgroup

Friends Meeting House, Queens Road, Ilkley, LS29 9QJ



<b>Inspection date</b>	8 March 2016
Previous inspection date	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

- Staff create a bright, interesting and stimulating environment, where children are motivated and eager to develop their own ideas and creativity skills.
- There are strong partnerships with parents. This contributes towards a consistent approach to children's learning and development in the home and pre-school.
- Staff successfully promote children's independence, cooperation and self-care skills. Older children hang up their coats by themselves and use the bathroom independently, while younger children are offered assistance, as needed. This helps children to gain necessary skills in preparation for school.
- Staff are good role models and they effectively manage children's behaviour. They regularly praise children which helps to raise their confidence and self-esteem.
- Management implement a very good range of policies and procedures which helps to provide a safe and secure environment for children.

### It is not yet outstanding because:

- Parents are not regularly asked to contribute to the pre-school's evaluation of practice so they can give their ideas for future developments.
- Staff do not always obtain detailed information from parents about their children's learning abilities and skills when children first start.
- Younger children sometimes become distracted because staff have not fully considered their needs when planning group time arrangements.

## What the setting needs to do to improve further

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

- improve the system for evaluating practice by including more opportunities to gather and act upon the suggestions and ideas of parents
- seek more detailed information from parents about children's learning and development abilities on entry, in order to inform more precise initial planning
- improve arrangements for group activities and times, so that the needs of the younger children are fully considered and met.

### Inspection activities

- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector viewed all areas of the premises used by children including the outdoor environment.
- The inspector held a meeting with the pre-school manager. She 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 carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Children are kept safe as staff ensure that their surroundings are secure and potential risks are minimised. Staff are confident in their knowledge of the safeguarding procedures to follow should they have any concerns about a child's well-being. Staff are deployed well within the pre-school and ratios are consistently met. Effective arrangements for the regular supervision and monitoring of staff's performance are in place. Staff hold regular meetings and children's progress is monitored and discussed. These opportunities help staff to confidently use their knowledge to meet the needs of children. Staff evaluate and reflect on their practice. They have developed good links with the local primary school and understand the importance of working in partnership with other settings that children attend.

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

Well qualified and knowledgeable staff provide a broad range of interesting activities and rich experiences. They regularly and accurately observe children and assess their progress, helping to identify gaps in their learning and development. Staff then identify what children need to learn next and tailor the planning of activities to meet children's individual needs and interests. Children enjoy creating pictures using a variety of resources. Staff demonstrate how to safely use scissors which helps to support children's early physical skills and concentration. Children's learning is extended further as they are encouraged to recognise colours during everyday activities. Staff help younger children's communication skills by listening perceptively to them and asking questions to develop their vocabulary. Children enjoy using their imagination, as they play with small world and role-play toys.

### Personal development, behaviour and welfare are good

Staff implement an effective key-person system. This helps children to form strong relationships with others and to feel safe and emotionally secure. Staff consistently promote children's personal and social skills, for example, they teach children about sharing and taking turns. They support children's good health and their physical well-being effectively. Children have regular access to fresh air and take pleasure in exploring and investigating the outdoor area. Staff develop children's understanding of healthy eating as they are provided with a range of healthy snacks and drinks, and discuss healthy foods. Children learn to respect people's differences as they explore their own cultures and beliefs, and those of others.

### Outcomes for children are good

Children make good progress in their learning and development. They become confident, independent learners and socialise well with others. Children develop good early literacy and mathematical skills as they join in with stories and songs, make marks, learn to form letters and numerals and count. They develop their knowledge and understanding of technology as they independently access computers. Children enjoy learning and are well prepared with the skills they need for starting school.

## Setting details

<b>Unique reference number</b>	EY477654
<b>Local authority</b>	Bradford
<b>Inspection number</b>	984336
<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 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Ilkley Preschool Playgroup
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07754793644

Ilkley Preschool Playgroup was re-registered in 2014. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including the manager with Early Years Professional status. The preschool opens Monday, Tuesday and Friday, 9.15am until 12.15pm and Wednesday and Thursday 9am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

