

Hoyle Court Pre-School

Hoyle Court Primary School, Fyfe Grove, Baildon, West Yorkshire, BD17 6DN



Inspection date

24 May 2016

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

- Leaders have a secure understanding of their responsibilities and have made significant improvements since their last inspection. All actions set have now been met.
- Children settle well in the welcoming surroundings. They grow in confidence and form very positive, worthwhile relationships with other children, their key persons and other adults who care for them.
- Children's behaviour is very good. Staff set clear boundaries so that children know what they expect of them. Staff teach children to respect and care for each other.
- Staff provide regular opportunities to involve parents in their children's learning. For example, they have daily discussions and regular meetings. This helps parents to continue their children's learning at home.
- Children learn about healthy lifestyles. For example, staff provide healthy options at snack times and talk to them about why some food is good for them.
- Children play with a wide range of resources that reflects their backgrounds and experiences. They learn to respect and value other people's backgrounds.

It is not yet outstanding because:

- The management team does not fully monitor or compare the progress made by different groups of children to confirm that no group is disadvantaged or falls behind.
- The management team does not gather enough opinions from parents and children to help identify further priorities for improvement.

What the setting needs to do to improve further

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

- compare the progress made by different groups of children more effectively and continue to ensure that no group is disadvantaged or falls behind
- build on self-evaluation by seeking and using the views of parents and children that help to identify further priorities for improvement.

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 deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the pre-school's self-evaluation form and improvement plan.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

There is strong leadership and good team work. Staff are motivated and there are good procedures in place to support them in continually improving their skills and knowledge through regular training and supervision. Staff monitor children's progress and share this with parents, who contribute to the planning. The arrangements for safeguarding are effective. All staff attend regular child protection training. They know the procedures to follow if they are concerned about a child's welfare. The manager and staff have built excellent relationships with the host and local schools. They share information that helps to support children's move on to school.

Quality of teaching, learning and assessment is good

The qualified staff team observes and assesses children's progress to help them to provide a range of interesting and varied activities to suit children's needs. Staff follow children's lead and listen to what they have to say. For example, children talk to staff about their holidays. They provide paper, paint and pencils for children to make their own holiday pictures as the children excitedly talk about the beach and seaside. Children explore sand, water, pasta and natural materials and compare the different textures. Outside, children develop their problem-solving skills. They work out how to build elaborate models with bricks and how to spin hoops. Children say, 'Ready, steady, go', before sending the hoops across the playground. Children develop their physical skills and they run around and climb in the outside area. Parents comment positively about the pre-school, saying that they appreciate the friendly staff.

Personal development, behaviour and welfare are good

Children know the routine and settle quickly at the beginning of the day. Staff enable children to build their confidence and self-motivation skills. They plan the learning environment to enable children to make choices about where and what they want to play with. Staff are good role models. They value children's contributions and listen to what they say, allowing them to be individuals and to follow their own interests and wishes. Children are independent in managing healthy routines, such as toileting.

Outcomes for children are good

Children are gaining the skills that prepare them for school. All children, including those who receive government funding, make good progress in their learning and development. Early literacy skills are developing well and children have an interest in books and mark making. For example, they recognise and can write their own names. Children confidently count and recognise shapes. The planting and growing of flowers and vegetables are effectively used to help increase children's understanding of the world around them. Children listen well to instructions and take responsibility for their environment when they begin to tidy up to get ready for a new activity.

Setting details

Unique reference number	301959
Local authority	Bradford
Inspection number	1017919
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	26
Number of children on roll	53
Name of registered person	Hoyle Court Pre-School Committee
Registered person unique reference number	RP909691
Date of previous inspection	11 June 2015
Telephone number	01274 584 914

Hoyle Court Pre-School was registered in 1984. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm, term time only. A lunch club is also offered to provide continuous provision for families. The pre-school provides funded early education for two-, three- and four-year-old children.

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