

# Roberttown Community Centre Pre-School



Roberttown Community Centre, Church Road, Liversedge, West Yorkshire, WF15 7LS

## Inspection date

9 March 2016

Previous inspection date

18 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
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

- The provider has taken concerted and decisive action to address weaknesses identified at the previous inspection. Arrangements for the recruitment of committee members are now robust. A focused programme of coaching and mentoring is helping all staff to raise their teaching skills to an even higher level.
- Extremely successful partnerships with parents include them in their children's learning at every level. They receive exceptional support to continue their children's learning at home.
- The highly successful key-person system promotes strong relationships between adults and children. Children's faces light up with smiles when their key person greets them at the start of the day.
- Children are keen to join in with activities in this highly stimulating environment. They show high levels of curiosity, imagination and concentration. They delight in sharing their knowledge through lively discussions and are confident in their own abilities.

### It is not yet outstanding because:

- The provider has developed a targeted training plan for all committee members to help them have a better knowledge of their role and responsibilities. Members spoken to during the inspection demonstrate a good understanding, although, training has yet to be delivered to all of them.
- Partnerships with other providers are good, however, systems for finding out what children are learning in other settings are not fully successful.

## What the setting needs to do to improve further

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

- accelerate work with the committee to quickly support all members to have a thorough understanding of their role and responsibilities
- explore ways to build on the already strong relationships with other providers to find out more about what children are learning in other settings.

### Inspection activities

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

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Secure recruitment procedures now check that staff and members of the committee are suitable for their role. Staff have a thorough understanding of current child protection issues. There is now a clear focus for staff training. Through regular supervisions and self-evaluation, they reflect on their own practice. They are a well-qualified team. They collectively use their knowledge to deliver a rich and varied educational programme that promotes children's very good progress in all areas. Targeted action plans have been developed with the involvement of staff, the committee and parents. A strong ethos of teamwork supports the drive for continual improvement. Robust monitoring of children's progress quickly identifies strengths and gaps in children's learning. Staff work exceptionally well with outside agencies to support disabled children and those with special educational needs.

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

Precise and accurate assessments of children's development provide staff with detailed information about each child's individual needs. Delivery of educational programmes is often outstanding. Staff have a deep understanding of how children learn. They provide innovative experiences that capture children's interests and inspire them. Staff's excellent enthusiasm and high-quality teaching skills motivate children to learn. Children constantly question, think critically and work together to solve problems. They explore time as they look at sequences of events. They make links to their own first-hand experiences. For example, children dress as policemen and record their observations in pocket books. Children demonstrate their love of literacy. They use puppets to retell stories in their own words. Staff encourage children to think about how stories are structured and add their own imaginative endings. Communication and language is promoted exceptionally well and children make rapid progress in this area of learning. They are confident to share their ideas and initiate discussions.

### Personal development, behaviour and welfare are good

Children's emotional well-being is fully supported from the start. Parents comment that children enjoy wholesome learning, including lots of outdoor play and healthy eating. Staff praise children's efforts, which gives them a sense of achievement and enhances their learning and development. Children thoroughly enjoy each other's company and make firm friendships. Staff support them to understand and manage their own feelings. They address issues, such as bullying, through age-appropriate stories. This helps children begin to understand how to deal with real-life situations. Staff support children's developing independence well. Children learn to dress themselves and use the toilet independently.

### Outcomes for children are good

Children are challenged to continually extend their skills. Staff help them to understand simple rules, behave well and respect others. Children's home backgrounds and cultures are fully promoted. They learn that they have similarities, but are also unique. Children are very well prepared for their future learning, including school.

## Setting details

<b>Unique reference number</b>	311343
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1033561
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Roberttown Community Centre Pre-School Committee
<b>Date of previous inspection</b>	18 November 2015
<b>Telephone number</b>	07979221091

Roberttown Community Centre Pre-School opened in 1972. The pre-school operates during term time. Sessions are Monday 9am until 12.30pm, and Tuesday to Friday 9am until 3pm. The pre-school employs 11 members of staff. Of these, 10 hold recognised early years qualifications at level 1 or above, including the manager who holds Early Years Professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

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