

Park Pre-School

125 High Street, Westtown, DEWSBURY, West Yorkshire, WF13 2QG



Inspection date

8 June 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children make good progress. Staff identify any gaps in children's knowledge and understanding and address them well. There are strong procedures to measure the achievement of all groups of children and to build well on their earlier learning.
- The manager and her team reflect effectively on the quality of their provision overall. They are ambitious for children to succeed. They work well with other early years settings and a local university to develop new initiatives to enrich children's learning and personal development.
- Children enjoy a wide range of motivating and engaging experiences. Staff have a good understanding of how young children learn and develop. They help children to play and work well together and to share their ideas.
- Children behave well. Staff are very positive role models for children to follow. Children develop strong bonds with staff and form good friendships with others. They are safe and well cared for.
- Parents are well informed about their children's achievements and receive good guidance to support learning at home.

It is not yet outstanding because:

- Procedures for staff's professional development are not yet fully focused on raising the quality of teaching and increasing the potential for children to make rapid progress.
- The organisation of some routine activities, including snack times, does not always help staff to sustain children's interest and commitment to learning throughout the session.

What the setting needs to do to improve further

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

- strengthen procedures for the staff's professional development in order to raise the quality of teaching and increase the potential for children to make rapid progress
- organise routine activities, including snack times, more effectively to help staff sustain children's interest and commitment to learning throughout the session.

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 manager.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- 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 good

Arrangements for safeguarding are effective. Staff are well trained and have a good understanding of how to keep children safe from harm. They apply their knowledge well to create a secure and stimulating learning environment. The leadership gathers the views of parents, children and staff and uses these well to evaluate the pre-school's effectiveness and plan for future improvement. The leadership knows the needs of different groups of children well and takes robust action to ensure they are met. For example, they work well with other professionals to provide effective support for children with special educational needs and for those who speak English as an additional language. They make effective use of any additional funding to support children's learning and boost their progress.

Quality of teaching, learning and assessment is good

Staff make good use of accurate assessments of children's achievements to help them reach the next steps in their learning. They help children develop good skills for their future. For example, they stimulate children's curiosity and eagerness to find out more when they engage them in an outdoor bug hunt. The teaching of literacy and numeracy skills is good. Children learn to listen closely to stories, for example, and predict what will happen next. They have many opportunities to develop their early writing skills. Staff help children to count and order objects by different criteria. For example, they build towers of large bricks by matching different colours together in sequence. Staff provide many opportunities for children to develop their imaginative and creative skills.

Personal development, behaviour and welfare are good

Staff help children to make decisions and select their own resources. Children show imagination in their play and sustain interest for long periods. They are happy and content. Children's social skills are well developed. They work and play well together and are keen to share their toys. They learn to understand that people hold different views and opinions. They develop an understanding of right and wrong through, for example, exploring the roles of the police in their topic on people who help us. Children are polite and well behaved. They respond well to the positive example staff set. Staff promote children's knowledge and appreciation of healthy lifestyles. Children make a good contribution to tidying up at the end of the session and helping to put equipment away.

Outcomes for children are good

Children of all abilities, including those with special educational needs, make good progress from their individual starting points. Children, including those who speak English as an additional language, develop good speaking and listening skills. They enjoy listening to stories and joining in with repeated rhymes and phrases. They anticipate what will happen next. Children write for a wide range of purposes. For example, staff help them talk and write about their families and what they like to do at home and at pre-school. Children play imaginatively in the home corner, taking the roles of different members of the family. They achieve well in developing their counting and early addition skills.

Setting details

Unique reference number	EY468421
Local authority	Kirklees
Inspection number	979574
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	48
Name of registered person	Safira Pandor
Registered person unique reference number	RP910594
Date of previous inspection	Not applicable
Telephone number	07850 762391

Park Pre-School was registered in 2014. The pre-school employs eight members of childcare staff. Of these seven hold appropriate early years qualifications at level 3 or above, including two at level 5. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and from 12.15pm until 3.15pm. 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

