

Church House Pre-School

St Marys Church Hall, Church Lane, MIRFIELD, West Yorkshire, WF14 9HX



Inspection date	10 June 2016
Previous inspection date	25 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 find out children's starting points and complete detailed assessments of their development. Parents are fully involved in monitoring their children's progress and receive high levels of support to continue their children's learning at home.
- Additional funding is used effectively to support the needs of the most disadvantaged children. The pre-school has excellent partnerships with other professionals. Staff work closely with them to provide high levels of support for children who have special educational needs.
- Some staff provide outstanding learning opportunities for children. Their enthusiastic participation in activities makes learning fun. They capture children's interests and motivate them. For example, children conduct scientific experiments. They explore cause and effect as they create volcanic eruptions using bicarbonate of soda and vinegar.
- A successful key-person system helps children to form strong bonds with staff. They settle well and are happy and confident as they play. Transitions into the setting and into school are very well planned to make sure children's emotional well-being is maintained.

It is not yet outstanding because:

- Findings from the monitoring of staff's practice are not always used effectively to develop sharply focused professional development plans that help staff to continually build on their individual teaching skills.
- Although staff provide very good learning opportunities for children in the outdoor environment, children who are involved in physical games are not always supported to successfully negotiate space. This means their play at times, interrupts outdoor learning for other children.

What the setting needs to do to improve further

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

- develop precisely focused professional development plans that help staff to build on their already good quality teaching knowledge and skills
- help children to negotiate space more successfully when playing outdoor games.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, including the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- 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. Recruitment procedures for committee members have been reviewed and are now robust. Staff have a good awareness of child protection issues and know the procedures to follow to report any concerns about children, or an adult. They are an experienced staff team. They attend some training and work very well together to provide a high standard of care and learning. Tracking of the progress of groups of children is improving. This helps to identify any gaps in children's learning, or weaknesses in teaching. The provider involves staff, parents and children in evaluating the service they provide and planning for future changes. Focused action plans help continuing improvement. Staff are proactive in building partnerships with others to share appropriate information about children's progress and to share good practice.

Quality of teaching, learning and assessment is good

Staff have high expectations of what children can achieve. They encourage children to lead their own play and explore the very well-resourced environment. Children learn to problem solve as they build with large and small construction materials. For example, they make a dinosaur world from recycled materials. They develop their understanding of the world as they grow their own fruit and vegetables and monitor the progress of chicks. Children are keen to share their knowledge as they explain that chicks have a special beak that they use to break out of their shell. Children's learning is extended during walks in the woods where they find out what creatures live in ponds. They also enjoy a wide range of creative activities, such as making decorative crowns to use in role play.

Personal development, behaviour and welfare are good

Parents are very happy with their children's care. They comment that staff are amazing. They say staff teach children respect, to be positive, polite and conscientious. Staff know children well and tailor their care to their individual needs. Staff support children's developing independence well. They sit with children at snack times and use the opportunity to engage children in conversations about their home lives. Children make strong friendships and frequently talk about people who are special to them. They develop their physical skills very well. They enjoy dancing and regular exercise as they hop, jump and stretch. Children behave well. They understand and adhere to simple rules.

Outcomes for children are good

All children are progressing well in all areas of learning, given their individual starting points. They develop excellent communication and language skills. They participate in group discussions where they share their ideas. They have a wide vocabulary and are developing strong literacy skills. They are able to read and write familiar words. Children extend their understanding of mathematics as they measure rainfall and use money during role play. Children develop their knowledge of national and global events. For example, they discuss the launch and progress of the international space station. This wide range of skills contributes to children being well prepared for their future learning, including school.

Setting details

Unique reference number	311345
Local authority	Kirklees
Inspection number	1037821
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 - 5
Total number of places	20
Number of children on roll	43
Name of registered person	Church House Pre-School Committee
Registered person unique reference number	RP909696
Date of previous inspection	25 January 2016
Telephone number	01924497860

Church House Pre-School was registered in 1970. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, 9am to 3pm, term time only. The pre-school provides funded early education for three- and four-year-old children.

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