

Rowley Lane Pre-school

The Cabin, behind Rowley Lane J I & N School, Rowley Lane, Lepton, Huddersfield, HD8 0JD



Inspection date

Previous inspection date

30 September 2016

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

- The manager sets high expectations and a purposeful direction for future improvements to the quality of provision. She is well supported by a hard-working staff team who is ambitious for children's success.
- Staff have a good understanding of how children learn and develop. They apply their knowledge and skills well. Children enjoy a good range of motivating and engaging activities.
- Children make good progress from their individual starting points during their time in the pre-school. They develop useful skills to support their future learning. For example, children learn to listen carefully to stories, join in with repeated phrases, and answer questions about the plot and characters.
- Children are well behaved. They learn to cooperate and play and learn together well. Staff are positive role models and provide a warm and caring environment for children to learn and develop.
- Parents appreciate the attention staff show their children. They know their children's key person well. They receive useful information about their children's achievements and guidance to support their learning at home.

It is not yet outstanding because:

- Staff's professional development is not yet sharply focused on raising the quality of teaching to an outstanding level.
- Leaders do not fully compare the progress made by different groups of children, in order to confirm that no group is disadvantaged and that every group is supported as effectively as possible.

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 staff's professional development, and focus more sharply on developing and applying an expert knowledge of teaching
- compare the progress made by different groups of children to identify any variations, and further strengthen their progress and achievement.

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 joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager. The inspector 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 and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified manager has created a staff team who is clear about their roles and share the drive for improvement. The manager gathers the views of staff, parents and children to meet children's needs and plan for future improvements. Development is carefully considered and researched to ensure the maximum impact on children's learning. This supports the development of rigorous procedures to assess children's achievement and an imaginative role play provision. The arrangements for safeguarding are effective. Staff are well trained in child protection and first aid. There are robust procedures to help ensure staff's suitability to care for children. Staff are vigilant and apply their knowledge to create a secure and stimulating learning environment.

Quality of teaching, learning and assessment is good

Staff make good use of information from parents to accurately assess children's starting points and plan activities that reflect children's interests. Staff help all groups of children to attempt new experiences and to try hard in their play and learning. For example, they help children to persevere in finding the best way to hold their scissors so they cut through different types of materials when they make their collage pictures. Staff help children to develop their self-awareness and confidence. They help children to develop their curiosity and imagination. Resources are exciting and inviting. For example, children enjoy planning and making their hideaway den with bright and sparkling fabrics.

Personal development, behaviour and welfare are good

Children are happy and content. Staff help children develop confidence and independence. Their social skills are well developed. They play well together and form strong relationships with staff and other children. Children contribute to the development of rules and routines and follow them carefully. Children are well behaved and kind to each other. They feel valued. Staff promote children's knowledge and appreciation of healthy lifestyles strongly. Children are encouraged to talk about the food they like and to try different fruits and vegetables. They enjoy physical activity and being active. They learn to be tolerant of others and to appreciate the diversity of the world around them.

Outcomes for children are good

Children leave the pre-school well prepared for their future learning, including starting school. Staff identify any gaps in children's achievements and take prompt steps to address them. Children's communication skills are developed well. They listen and follow stories with great interest and concentration. They enjoy playing musical instruments and singing favourite songs enthusiastically through their microphone. Older children write simple sentences from their letters and numbers well with little help. Children count and order objects and identify them by shape and colour. They make good progress in their physical skills. For example, they are keen to dance or to pedal their different vehicles.

Setting details

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| Unique reference number | EY477962 |
| Local authority | Kirklees |
| Inspection number | 997255 |
| 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 | 26 |
| Number of children on roll | 45 |
| Name of registered person | Rowley Lane Pre-School |
| Registered person unique reference number | RP905597 |
| Date of previous inspection | Not applicable |
| Telephone number | 01484 606971 |

Rowley Lane Pre-school was registered in 2014. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including two at level 5. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability.

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