

# Oakenshaw Pre-School Playgroup

St. Andrews Church Hall, Bradford Road, Oakenshaw, Bradford, West Yorkshire,  
BD12 7EN



## Inspection date

11 October 2016

Previous inspection date

19 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to maintain their legal responsibility to notify Ofsted that there have been changes to the individuals who form the pre-school's management committee. This means that not all individuals who make up the committee have been fully assessed for their suitability to undertake the role.
- Opportunities for staff's development are not yet focused sharply enough on enhancing the staff's individual teaching skills to a higher level.

### It has the following strengths

- Partnerships with parents and other agencies are strong. The ongoing sharing of information successfully involves all parties in every aspect of children's care and learning.
- Staff are well qualified and understand how young children learn and develop. Staff interact well with children to question and challenge their thinking. Consequently, children make good progress.
- Staff are welcoming and approachable. They get to know children well and ensure their specific care and health needs are sensitively met. Children readily approach staff for cuddles and they are settled, happy and relaxed.
- Children behave very well. Staff use consistent rules and routines. These help children to feel safe, secure and to thrive in the pre-school.

## What the setting needs to do to improve further

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

- strengthen the support given to staff to help raise the quality of their teaching further and increase the potential for all children to make better than good progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

### Inspector

Helene Terry

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has not notified Ofsted that there have been changes to the individuals who make up the pre-school's committee. However, the committee's role is financial only. They do not work directly with the children, have no access to children's records and are not responsible for the recruitment of staff. This means there is no significant impact on children's safety and welfare. The arrangements for safeguarding are effective. Staff have a good understanding of child protection issues and know how to report concerns to the relevant agencies. Staff recruitment and induction procedures are in place to ensure that staff working with the children are suitable to care for children. Staff have regular and targeted supervision meetings. Observations of their practice enable staff to continually reflect on their practice. Management has addressed the areas identified for improvement at the previous inspection. Parents' and children's views are fully considered as part of the evaluation process.

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

Staff routinely observe and assess children's learning. They obtain good information from parents about what children already know and can do when they first start. They use this information as part of their own initial assessments to enhance learning from the beginning. Staff use their good knowledge and experience to identify children's next steps in learning. They use this information to plan stimulating activities for the children. Staff use the good opportunities that spontaneously arise during play to extend learning and they follow children's interests well. This ensures children are engaged and motivated to learn. Staff monitor and track children's learning effectively. This helps them identify and provide any additional support a child may need.

### **Personal development, behaviour and welfare are good**

Staff encourage children to be independent from an early age. Children quickly learn new skills to help them to manage small tasks by themselves, such as putting on their own coats and shoes. They also show pride and confidence when they act as helpers; giving out plates and lunchboxes at mealtimes. Children learn about a healthy and safe lifestyle well. They confidently say why they need to wash their hands before snacks and meals. They talk about food that is good for them with staff at group time. Children spend time in the outdoor play area on a daily basis as they exercise in the fresh air and build their physical skills.

### **Outcomes for children are good**

Children develop the skills that they need in readiness for school effectively. Children's communication and language skills are developing well. Staff help them build sentences by adding in additional words. Children begin to recognise their own names when they look for their name cards on the snack table. The most able children are beginning to recognise the sounds of letters of the alphabet. Children develop their mathematical skills very well through counting and matching activities. They develop inquisitiveness and their understanding of the world as they hunt for insects in the log house.

## Setting details

<b>Unique reference number</b>	311420
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1072532
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	22
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Oakenshaw Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP523116
<b>Date of previous inspection</b>	19 October 2015
<b>Telephone number</b>	07967 518277 or 01274 600025

Oakenshaw Pre-School Playgroup was registered in 1997. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above. One member of staff has a degree in early years practice. The pre-school opens Monday and Tuesday from 9am to 1.15pm, Wednesday from 9am to 2.45pm and Thursday from 9am to midday, term time only. The pre-school provides funded early education for three- and four-year-old children.

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