

Roberttown Lane Pre-School



The Scout Hut, Roberttown Lane, Roberttown, Liversedge, West Yorkshire, WF15 7LF

Inspection dates

Previous inspection date

8 November 2016 - 27 September 2016

26 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 and staff show a drive and commitment to making improvements that benefit children's care and learning. Since the last inspection, they have been very receptive to suggestions from local authority advisers and have worked hard to improve the provision for the children.
- Partnerships with parents are friendly and supportive. Parents receive continuous information about their children's achievements. They are also given guidance about how to support their children's learning at home.
- Children make good progress in their development. Children delight in accessing the interesting and well resourced indoor and outdoor environments. These are planned skilfully to enhance all areas of their learning and development.
- Staff are positive role models. They manage children's behaviour well. Children are polite and friendly and learn to take turns and share. They are confident, happy and involve others in their games.

It is not yet outstanding because:

- Opportunities for staff's development are not yet focused sharply enough on enhancing the staff's individual teaching skills to a higher level.
- Information about children's learning and development is not shared with other early years providers that children attend effectively enough to make sure there is continuity between settings.

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
- strengthen the partnerships with all other early years provisions that children attend, in order to share relevant information about their care and learning and promote better continuity for children.

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 pre-school.
- The inspector took the views of parents into account.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their role and responsibilities to protect children from harm and prioritise their safety. They discuss safeguarding issues routinely at staff meetings and their knowledge of current safeguarding policies and procedures is fully maintained. The policies, procedures and records that are in place are used very well to minimise risks to children. There are good recruitment and vetting procedures in place to help ensure that staff are suitable to work with children. Staff benefit from regular supervision meetings and they regularly observe each other's practice. Staff attend all core training, such as first aid and safeguarding. In addition, they have attended some training around parent partnerships to help them work together to enhance children's learning.

Quality of teaching, learning and assessment is good

Staff observe and monitor children's development effectively so that they can quickly identify any gaps in their learning. The children's next steps in development and their interests are used to plan interesting and stimulating activities. Planning is focused on each child's needs and is shared with parents effectively. The manager has a very good overview of the progress of each child and of the different groups of children. This helps her to ensure that children's needs are met. Effective support is provided for children's language development. Staff join in with children's play, talking with them and helping them speak clearly. Children are encouraged to speak in group situations and they enjoy joining in songs and stories.

Personal development, behaviour and welfare are good

Children are very happy and confident in the pre-school. They quickly form good relationships with their key person and other members of staff, who are all very caring. Children are supported very well in their move on to nursery or school. Teachers are encouraged to visit the pre-school to see the children in familiar surroundings. In addition, pre-school staff take children to visit their new schools. There are also photograph books for children to look at to help them understand about what to expect in their new environments. Snack time is used to help children learn about healthy eating. Children have good access to outdoor play, where they can exercise in the fresh air. Children learn how to keep themselves safe when they climb and slide on the large apparatus, building confidence in their own abilities.

Outcomes for children are good

Children are developing the skills they need in readiness for school. Children are motivated and eager to learn. They show inquisitiveness as they observe changes to cooked spaghetti when water is added to it. They talk about its texture, using words, such as silky and sticky. Consequently, they expand their vocabulary. Children develop their small-muscle movements as they use the rolling pins to roll out the dough. They estimate and develop spatial awareness as they consider how flat the dough needs to be to fit the gingerbread man cutters. Children develop their counting skills as they count the number of currants they have used to make the gingerbread man's face and buttons on his body.

Setting details

Unique reference number	311342
Local authority	Kirklees
Inspection number	1074127
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	23
Name of registered person	Roberttown Lane Playgroup Committee
Registered person unique reference number	RP907258
Date of previous inspection	26 November 2015
Telephone number	07855 159665

Roberttown Lane Pre-School was registered in 1980. The pre-school employs six members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3. The pre-school opens Monday and Friday from 9am to 12.30pm and Tuesday to Thursday from 9am to 3pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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