

# Kirkroyds Pre-school

Wooldale Community Centre, Robert Lane, Wooldale, Holmfirth, HD9 1XZ



## Inspection date

9 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leaders and highly committed staff drive improvement in their own practice. Meticulous self-evaluation accurately identifies how the pre-school can develop even further. Sharply focused action plans drive continuing improvement.
- Rigorous assessment of children's progress is precise and accurate. Partnership with parents is first-rate. Highly successful sharing of information keeps parents and other carers exceedingly well informed about children's development. Additional funding is used exceptionally well to ensure children makes the best possible progress from their starting points.
- Children thrive in this highly inspiring environment. Staff use their expertise to plan exciting activities that target children's individual needs and interests. Outstanding teaching encourages children to think critically, solve problems and persevere. All children are making rapid progress and some are exceeding expected levels of development.
- Staff provide an exceptional range of resources and activities that reflects and values the diversity of children's home lives and experiences. They help children gain an in-depth understanding of people, their community and the wider world. Parents comment that children are celebrated for being who they are.
- Times of change are planned for exceptionally well, both within the nursery and when children move on to other settings, including to school. The strong skills of all key persons help to ensure children are emotionally very well prepared for the next stages in their learning.
- Parents comment that children are nurtured in a cuddly environment. They say staff go above and beyond what is expected of them. Staff support them highly effectively with organising routines at home and managing children's behaviour.

## What the setting needs to do to improve further

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

- further enhance staff's understanding of different ways of teaching in order to extend the already excellent range of learning experiences for children.

### 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, who is also the provider. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- 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 outstanding

Staff in this superbly managed pre-school are passionate about providing a first-rate provision for children. They recognise that a child's first experience of education shapes their attitude to future learning. This promotes high expectations and a shared commitment towards delivering outstanding care and learning. Safeguarding is effective. Highly successful partnerships with other professionals help to make sure children are protected at all times. All staff have an in-depth understanding of their responsibilities to safeguard children. They implement policies and safe working practices exceptionally well to support children's health, safety and well-being. Highly effective arrangements for staff recruitment, supervision and monitoring of staff performance promote consistently superior practice. There is scope to further enhance staff's understanding of different ways of teaching to continually extend the first-rate learning programme for children. Parents and children are fully included in the planning and evaluation of the pre-school.

### Quality of teaching, learning and assessment is outstanding

Parents have many opportunities to be involved their children's learning. Staff's excellent enthusiasm makes learning highly enjoyable. Inspiring activities are carefully planned to meet children's individual interests and needs. Staff work with small groups of children, or one to one, throughout the session. They listen perceptively to children and skilfully question. For example, while building a habitat for hedgehogs, staff encourage children to explore different ways of measuring. Children experiment with solid and three-dimensional shapes. They are helped to explore different ways of doing things and to share their ideas. They encourage children to use words, such as hibernate and explore their understanding of what that means. Staff understand the importance of evaluating the impact of activities they plan, in order to ensure the excellent quality of their provision is maintained.

### Personal development, behaviour and welfare are outstanding

Staff support children to be highly independent. They praise children's efforts, which gives them a deep sense of achievement. Staff are extremely effective in supporting children's growing understanding of how to keep themselves safe and healthy. For example, children risk assess the changed outdoor environment after a covering of snow. They explore using their senses as they catch snowflakes on their tongue and investigate change as snow melts on their hair. Children's learning is further enhanced by exciting activities, such as den building and visitors who teach them about wild animals.

### Outcomes for children are outstanding

Children develop excellent levels of concentration. They demonstrate outstanding language skills. Early literacy is promoted extremely successfully. Children learn that print comes in a wide range of formats, such as books, labels and quotes of things they have said that are displayed alongside their work. Children behave very well. They have high levels of self-esteem, are very confident and have outstanding social skills. They take pleasure in each other's company and make strong friendships. Children are exceptionally well prepared for their future learning.

## Setting details

<b>Unique reference number</b>	EY481342
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	991033
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Kirkroyds Pre-school
<b>Registered person unique reference number</b>	RP533963
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01484680364

Kirkroyds Pre-school was registered in 2014. It is a registered charity and is managed by a voluntary committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and the lead practitioner holds a level 6 early years qualification. The pre-school opens during term time only. Sessions are Monday, Tuesday and Thursday 9.15am until 3.15pm, and Wednesday and Friday 9.15am until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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