

# Bright Ideas Pre-School Otley

Cross Green Youth & Community Centre, Cross Green, OTLEY, West Yorkshire, LS21 1HD



## Inspection date

5 December 2016

## Previous inspection date

5 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Teaching is consistently strong. Staff skilfully play alongside children and help them to develop new skills and knowledge. Children make good progress towards the early learning goals.
- Staff have created a vibrant and welcoming environment which offers a broad range of activities and experiences. Children are motivated and confidently explore their surroundings as they follow their own interests.
- The manager supervises and supports her team of qualified staff well. She engages them in a well-established programme of professional development. This helps to ensure that staff continue to develop their good knowledge, skills and practice.
- Staff support children's developing speech particularly well. They effectively implement agreed strategies to support children who speak English as an additional language. This helps to ensure that all children develop these skills quickly.
- Staff have established good links with other providers and feeder schools. They exchange relevant information with them to promote consistency in children's care and learning.

### It is not yet outstanding because:

- Staff do not gather enough detailed information from parents about what child can already do and know on entry.
- Systems to monitor the progress of different groups of children are in their infancy. Therefore, the manager does not yet fully evaluate the impact of teaching practices.

## What the setting needs to do to improve further

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

- gather more comprehensive information from parents about what children can already do and know when they first start
- develop systems to monitor the progress of different groups of children and evaluate the effectiveness of teaching practices.

### 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 held a meeting with the manager to discuss the setting's evaluation procedures and plans for improvement.
- The inspector looked at evidence of the suitability of staff, a sample of policies and procedures and discussed children's assessments.
- The inspector spoke to parents, staff and children during the inspection and considered their views.

**Inspector**  
Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The highly qualified manager is ambitious and uses self-evaluation well to drive continued improvement. Staff meet regularly as a team to review practice and plan concerted and effective improvements. The views of parents and children are fully considered to ensure that planned developments meet the needs of children and families. The arrangements for safeguarding are effective. Recruitment and selection processes are stringent and ensure that staff are thoroughly checked and vetted. Staff are trained well in child protection issues and know how to identify and respond to signs of abuse. Security is rigorous and children's safety is given high priority. Children practise fire drills regularly and know the procedures to follow in the event of an emergency evacuation.

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

Children participate in a wide range of purposeful activities. They are supported well by attentive staff who interact warmly and guide and stretch their learning. Staff know children well and monitor their progress carefully. They use precise observations and assessments to plan for children's ongoing learning. Staff have developed good working relationships with parents and ensure that they are kept well informed of children's progress. Children play imaginatively with small-world figures and pretend to play in a playground. They become engrossed in their play and develop storylines with the help of supportive staff. Children listen to stories and confidently answer questions about the pictures. They enjoy unrestricted access to outdoors, where they jump, climb and take sensible risks knowing that staff are nearby to support them.

### Personal development, behaviour and welfare are good

The key-person system is implemented well. Children have strong bonds with staff and are self-assured and relaxed. They confidently dress themselves in outdoor clothing and enjoy the responsibility of serving their own snack. Staff provide nutritious food and promote healthy eating practices through displays and discussions. Children thoroughly enjoy participating in music and movement sessions. They move rhythmically in time with the music and enthusiastically copy staff as they demonstrate the actions. This helps to promote children's good physical health. Staff are positive role models and provide clear messages about behavioural expectations. As a result, children behave very well and play harmoniously together.

### Outcomes for children are good

All children make good progress in their learning and development. They are keen learners and eagerly join in with activities and discussions. Children are independent and confidently select and use resources to support their play. They have strong communication skills and use talk to connect ideas and recall past events. Children count spontaneously and talk about size. They have good physical skills and negotiate space successfully. These skills help to prepare children for future learning and later moves to school.

## Setting details

<b>Unique reference number</b>	EY448105
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1065952
<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 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Lisa Jo-Anne Hayton
<b>Registered person unique reference number</b>	RP909745
<b>Date of previous inspection</b>	5 February 2013
<b>Telephone number</b>	07563835293

Bright Ideas Pre-School Otley was registered in 2012. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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