

# Batley Road Pre-School

Phoenix Youth Club, Batley Road, Alverthorpe, Wakefield, West Yorkshire, WF2 0AE



<b>Inspection date</b>	10 January 2017
Previous inspection date	15 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders provide staff with a wide range of training and professional support. This results in high quality teaching and learning experiences for children that thoroughly interest and engage them. Children are now making good progress as a result.
- Children show great determination and perseverance. They are keen to find solutions to problems and learn new skills; such as completing a puzzle, and mastering the use of tweezers and scissors. This prepares them well for school.
- Strong partnership working with parents and other professionals are in place. This ensures children, in particular those with additional needs, get the support and intervention required early on, and that this continues through to school.
- Leaders and staff are alert to signs that suggest a child's welfare or safety may be a risk, including exposure to extreme views and beliefs. They share concerns with parents and other professionals appropriately. This ensures families get the support and intervention they need to promote children's safety and well-being.

### It is not yet outstanding because:

- Leaders did not understand the requirement to inform Ofsted of changes to the committee. This means Ofsted have been unable to carry out the required checks to determine the committee member's suitability for their role. Immediate action has been taken. There is no impact on children's safety and well-being.
- Processes for ensuring the checks staff make on children's learning and development are accurate, are not fully developed. The progress of groups of children is not sufficiently monitored. This does not ensure all staff know precisely where to target their teaching to help all children reach their full potential, particularly the most able.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- |  |                   |
|--|-------------------|
| <ul style="list-style-type: none"> <li>■ put in place processes to ensure Ofsted are always notified of changes to the committee; provide Ofsted with the information required to make suitability decisions about committee members, including the nominated individual.</li> </ul> | <p>17/01/2017</p> |
|--|-------------------|

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

- improve processes for monitoring the checks staff make on children's progress to ensure they accurately identify what children know, understand and can do and next steps in their learning are appropriately challenging
- monitor the progress of groups of children more carefully to robustly identify any gaps in their learning and development so staff can help children catch up where at risk of falling behind.

## Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

## Inspector

Rachael Flesher HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. During the inspection the manager took immediate action to ensure she, and the committee making up the registered body, have a full understanding of the requirements to ensure they are suitable for the role. Guidance has been sought and training arranged for committee members. Leaders are in the process of providing Ofsted with the information required. Unchecked committee members do not have a role in recruiting staff or access to children. Children's safety and well-being is not at risk. Weaknesses raised at the last inspection have been addressed. Leaders and staff review and revise their practice daily, and fully consider the views of others to secure continual improvement. Staff are well-deployed to roles and responsibilities resulting in the effective leadership and management of the pre-school overall.

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

Staff have worked hard to improve the quality of their interactions with children and the range of resources and activities they provide. Staff now follow the ideas and interests of children; they pose questions to encourage children to investigate, use their imagination and find solutions to problems. This means children are excited to take part and motivated to learn. Leaders recently identified a group of children requiring extra support in their communication and language development. Additional phonics sessions are provided for these children to help them catch up. However, leaders are not robustly monitoring how well other groups of children at risk of falling behind are doing, in order to support their progress in similar ways. Staff regularly talk to parents about their child's progress, and how to best support their learning at pre-school and at home.

### Personal development, behaviour and welfare are good

Children benefit from the decision leaders have taken to provide more staff to work with the children than required. Parents value the additional support and attention their children receive as a result. Staff deploy themselves effectively, playing alongside children, leading activities and modelling expected behaviours and social skills. Consequently, children are learning to listen, share and take turns. Staff provide opportunities for children to follow simple instructions so they learn how to take safe risks. For example, teaching children how to use the area of straw bales outdoors safely. This builds children's confidence and independence. Children enjoy opportunities to be outdoors. They play imaginatively together and enjoy physically challenging themselves, for example, as they practice balancing on beams.

### Outcomes for children are good

Children quickly settle into pre-school. They are learning how to play together and build friendships. Children enjoy experimenting and are fascinated as they investigate how ice melts. Additional funding is spent well to extend the learning and development of the children it is provided for. Staff effectively promote children's communication and language skills. Children, including those who speak English as an additional language, use a broad range of vocabulary as a result. However, staff are not always clear which children are doing better than expected so they can provide higher levels of challenge.

## Setting details

<b>Unique reference number</b>	322045
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1074334
<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 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Batley Road Playgroup Committee
<b>Registered person unique reference number</b>	RP518759
<b>Date of previous inspection</b>	15 January 2016
<b>Telephone number</b>	01924 372108

Batley Road Pre-School was registered in 1978. The setting employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and two and level 2. The setting opens from Monday to Friday term-time only. Sessions are from 8.30am until 11.30am, and 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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