

# St John's Under 5's Pre-School



125 Heckmondwike Road, DEWSBURY, West Yorkshire, WF13 3NT

## Inspection date

11 January 2017

Previous inspection date

13 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
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 drive improvement in their own practice and across the wider early years sector in their area. They have superb partnerships with other professionals. Findings from meticulous evaluation of staff's practice are used to inform precisely focused professional development. The exceptionally skilled manager uses her knowledge to train staff in all aspects of care and learning.
- Assessments of children's progress are rigorous and provide a precise account of their attainment. Partnerships with parents are highly successful. They are exceptionally well supported to continue their children's learning at home. The pre-school provides them with resources and helps them to promote children's learning through play.
- Children flourish in the highly inspiring environment. First-class teaching helps children to solve problems and persevere. Excellent use of puppets involves children in storytelling. Children's home languages and sign language are used highly effectively to promote their rapid progress in communication.
- The pre-school promotes equality and challenges discrimination at all levels. They encourage a community spirit between families that attend the pre-school through a wide range of events. Staff provide a superb range of activities that embraces the diversity of children's home lives. They teach children to value other people and the wider world.
- Times of change are planned for exceptionally well, including the move to school. Home visits provide key persons with a wealth of information about children and their families. Parents say they help them and their children to develop a strong bond with staff before they enter 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:

- continue to enhance children's thinking about why things happen.

### 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 manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school. She discussed the pre-school's self-evaluation.
- The inspector spoke to children, a teacher from the local school and parents during the inspection and took account of their views.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an in-depth understanding of their community and the issues that affect the families within it. They work highly successfully with parents and other professionals to keep children safe. Rigorous recruitment procedures and ongoing monitoring help check that staff are suitable for their roles. Staff continue to increase their superb knowledge and understanding of early years education through targeted coaching and mentoring. Leaders deliver pioneering training that helps staff and other providers to think critically about their practice. They advise on the best possible use of additional funding to improve attainment for the most disadvantaged children. Leaders understand the importance of evaluating the impact of the changes, in order to ensure the excellent quality of their provision is maintained. Children and parents are fully involved in the pre-school's planning for the future to ensure the needs of families and children are met.

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

The pre-school environment is exceptionally well resourced both inside and outside. It is organised to capture children's curiosity and promote independent investigations. Staff's extraordinary enthusiasm invites the most reluctant children to join in with exciting and highly stimulating activities. Children immerse themselves in using material in the wind to dance and create movements. They explore the different patterns they can make with paint when they spray it close up or from a distance. Children explore how things work. Staff recognise the importance of making good use of such opportunities to help children think more deeply about why some things happen. Staff provide an excellent balance of child-led play and adult-led learning to prepare children for the school environment. Children who have special educational needs or disabilities enjoy one-to-one sessions to ensure they receive the highest possible level of support. The wealth of information offered keeps parents extremely well informed of children's development.

### Personal development, behaviour and welfare are outstanding

Staff are highly effective in supporting children's growing understanding of how to keep themselves safe and healthy. Staff promote their understanding of why good hygiene is important. The nursery shares healthy food ideas with parents. They are working successfully with parents to promote good dental health and to tackle childhood obesity. A very effective key-person system ensures that all children receive first-class support at all times. Staff support children to be highly independent.

### Outcomes for children are outstanding

Children have high levels of self-esteem and are very confident. They learn outstanding social skills from staff who are first-class role models. Children behave exceptionally well. They use good manners and show respect for others. They take pleasure in each other's company and make strong friendships. They demonstrate excellent levels of concentration. Mathematics and literacy are promoted extremely successfully. All children make rapid progress from their starting points. The number of children entering school who are making at least typical progress or exceeding expected targets is above the national average.

## Setting details

<b>Unique reference number</b>	EY443547
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1060045
<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>	50
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	St John's Under 5's Pre-School
<b>Registered person unique reference number</b>	RP531444
<b>Date of previous inspection</b>	13 September 2012
<b>Telephone number</b>	01924 407987

St John's Under 5's Pre-School was registered in 2012. The pre-school employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 midday and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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