

# Birstall Preschool

Carr Street, Birstall, BATLEY, West Yorkshire, WF17 9DX



## Inspection date

19 January 2017

Previous inspection date

27 September 2012

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

- The pre-school has a strong management team that implements targeted action plans to maintain a high standard of care and learning. A successful programme of monitoring practice and focused professional development is helping staff continually develop their skills. They evaluate their own practice and can identify areas that need improvement.
- The pre-school successfully coordinates professional support for children who have special educational needs. This means this group of children receives high levels of support at all times.
- Staff have a good understanding of how children learn and how good quality teaching supports children's progress. They offer children appropriate levels of support. They encourage them to question, experiment, investigate and persevere when things do not work first time.
- Parents are involved in the monitoring of their children's progress. They receive high levels of support to continue children's learning at home. Children make bath bombs and take them home to see what happens when they put them in water.
- Children are happy and confident as they play. They have strong relationships with staff and other children. They settle easily and receive good levels of support during the move into the setting and when they move on.

### It is not yet outstanding because:

- Partnership working between the pre-school and other professionals is not robust enough to promote the continuous two-way information sharing about all children's development, in order to provide a comprehensive overview of their progress.
- Staff do not consistently support children to make connections between their learning experiences.

## What the setting needs to do to improve further

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

- strengthen the partnerships with others and share information that provides an even more accurate evaluation of children's skills and progress
- help children to make links between their learning experiences.

### 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 evidence of the suitability of staff working in the pre-school. She discussed the pre-school's self-evaluation.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Rigorous recruitment procedures ensure that staff are suitable. Staff have a thorough understanding of current child protection issues and the procedures to follow should they have a concern about an adult or a child. The well-qualified staff team works very effectively to plan a stimulating and wide-ranging curriculum to promote children's good progress. The provider works with staff, children and parents to review the pre-school's practice and identify areas for improvement. Their views are used to make positive changes. The pre-school provides parents with a wealth of information about how to support their children's development at home. Groups of children are monitored to identify any gaps in teaching or learning. Additional funding has been used successfully to enhance outcomes for children. For example, their progress in mathematics has improved.

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

Observations of children's learning provide key staff with information about each child's individual needs and interests. Children's home languages are used alongside English to strengthen their communication skills. Children move freely between the very well-resourced indoor and outdoor areas to independently explore and investigate. They choose appropriate tools and move resources around the areas to support their play. Staff skilfully question children to challenge their thinking; they promote perseverance and encourage children to solve problems. For example, they encourage children to think whether they can lift a large container when it is full. Staff support them to understand why a metal colander never gets full of water and help them to think about what they might use instead. Children find out how liquid changes when put into the freezer and what happens when it is taken out again and left in the room.

### Personal development, behaviour and welfare are good

Parents comment that the pre-school is very well organised, has excellent equipment and is warm and welcoming. Children learn to manage risks during their play. They develop new skills, such as balancing and climbing. Staff support children to build relationships through cooperative play. Children are encouraged to use good manners and behave very well. Staff fully promote their developing independence in self-care routines. The pre-school provides parents with information about the use of dummies and the amount of natural and added sugar in children's food.

### Outcomes for children are good

Children talk about their work, show pride in their achievements and demonstrate high self-esteem. They lead their play, which helps them to become confident individuals and successful learners. Children develop a good understanding of their community and other people. They enjoy celebrating their home cultures and traditions. The number of children who are making good progress from their starting points is steadily increasing. The number achieving below expected targets when they move on to school is decreasing in all areas. Transition into school is supported well to make sure children are prepared for their future learning.

## Setting details

<b>Unique reference number</b>	EY420819
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1059890
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Birstall Pre-School
<b>Registered person unique reference number</b>	RP523645
<b>Date of previous inspection</b>	27 September 2012
<b>Telephone number</b>	01924 444 200

Birstall Preschool was registered in 2010. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 1 or above, including one with early years teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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