

Wibsey Methodist Pre-school

School Lane, Wibsey, Bradford, West Yorkshire, BD6 1QX



Inspection date	24 January 2017
Previous inspection date	8 November 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

- Managers are dedicated to providing the best quality service they can for children. They establish close partnership working with schools and other professionals. This helps to provide children with a shared approach to their learning and development.
- Children's progress is methodically monitored and individual plans for children are swiftly put in place. Staff effectively support children who have special educational needs. External support for children is quickly sought when required. Funding is targeted to enhance children's development and to help narrow gaps in achievement.
- Partnerships with parents have a positive impact on children's learning and development. Staff keep parents well informed about how their children are achieving. They give them ideas about how to support their child's learning at home. Parents are complimentary about the quality of care and education at the pre-school.
- Children benefit from the well planned, interesting and stimulating learning environment that staff provide each day. Staff work very hard to create an atmosphere that enriches children's play. Children's behaviour is good. They are motivated and eager to engage with the high-quality activities and resources.

It is not yet outstanding because:

- Staff do not always promote children's awareness of healthy eating and the impact that foods can have on their bodies.
- Although performance management arrangements are in place, these do not yet focus precisely on developing outstanding teaching practice, to raise children's achievements to the highest level.

What the setting needs to do to improve further

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

- help children to understand the health benefits that different foods and drinks can have on their bodies
- focus more precisely on developing teaching skills to an outstanding level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents, professional partners and committee members during the inspection and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their roles and responsibilities and what to do should they have any concerns about a child. This is underpinned by detailed policies and procedures. Children work with staff to assess the environment and decide whether it is safe. The pre-school is kept secure at all times. Managers involve parents and staff in regular evaluations of the pre-school. They systematically use this information to make changes that benefit all children who attend. The qualified staff team completes essential training. Managers conduct regular team and supervision meetings. Overall, this has a positive impact on their skills and practice.

Quality of teaching, learning and assessment is good

Staff complete regular and accurate assessments of children's development. This includes the progress check for children aged between two and three years. They use this information to plan effectively for children's next steps in learning. Children demonstrate a love of books and listen attentively as staff read stories with wonderful expression. Staff leave spaces for the children to contribute. Children work well together to develop and sustain their imaginative ideas. They play enthusiastically when pretending to be animals from a story. Staff use these opportunities to support children's understanding of mathematical concepts as they jump. They provide positive feedback to children for their efforts and determination. Older children skilfully use the computer. They correctly type their name and numbers in the correct sequence to 10. Young children are interested in writing. They make marks on paper using good hand control.

Personal development, behaviour and welfare are good

The pre-school staff team is well established. Staff work closely with parents from the start to meet each child's care and learning needs. They take time to get to know children and their families and work flexibly to meet their changing requirements. Children develop secure bonds with their key person and all staff members. Children's emotional well-being is strong. They demonstrate they feel safe in the setting and display high levels of self-confidence. Children delight in playing outdoors. They roll reels down the slope and run excitedly to collect them. Children actively challenge their balance and coordination each day. Their physical development and well-being are promoted effectively. Children develop good self-care skills, relative to their ages and capabilities. Staff skilfully support children to understand and respect the differences between themselves and others.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points in learning. Children reveal their ideas when playing imaginatively together. They share materials and take turns independently. Children make links with what they know when making birthday cakes with dough. Children are cooperative and kind as they carefully offer another candle for the cake. Younger children follow routines very well. Older children are learning the days of the week and can confidently recognise two-digit numbers. Children are active, confident learners who acquire the key skills they need in readiness for their move on to school.

Setting details

Unique reference number	302007
Local authority	Bradford
Inspection number	1063903
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	57
Name of registered person	Wibsey Methodist Pre-School Committee
Registered person unique reference number	RP906638
Date of previous inspection	8 November 2013
Telephone number	01274 678008

The Wibsey Methodist Pre-school was opened in 1965. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until midday and 12.15pm until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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