

# Cookridge Pre-School

Cookridge Primary School, Tinshill Drive, Leeds, LS16 7DH



<b>Inspection date</b>	27 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 manager and her team work very well together. They constantly strive to improve their teaching and the service they offer to children and families. They have a clear vision for the setting and all staff share a passion to continually deliver high-quality childcare.
- All children are making good progress in their learning and development. Staff know children well and ensure that they meet their individual needs. They plan a wide range of activities to enthuse children, develop their skills across all areas of learning and motivate them to learn.
- Children are learning to share and take turns. They have fostered positive relationships with each other and are making good friendships. Children are developing good social skills as they cooperate during play.
- Parents are highly complimentary of the setting and staff team. They are pleased with their children's progress and feel very involved in children's learning. Through parents' evenings and daily conversations, parents are informed of their child's progress and how they can complement learning at home.

### It is not yet outstanding because:

- Children are not always given enough time to become deeply involved in activities before they are made to stop playing or tidy away.
- Information gathered from parents about what children can and cannot do when children first start is at times limited, which does not help support the accuracy of initial planning for children's learning.

## What the setting needs to do to improve further

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

- review ways in which children are provided with enough time and are encouraged to become even more deeply involved in their play
- gather more information from parents when children first start to further understand children's capabilities so that this information can be used to accurately inform the initial planning for children's learning.

### 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 had a tour of the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff fully understand their roles and responsibility to protect children from harm. They regularly update their knowledge on safeguarding issues and have a good understanding of where to refer any concerns they may have about children's welfare. Staff ensure the areas children play in are safe and secure. They look for any risks and minimise these quickly. Staff are extremely vigilant and they are always close by children as they play. All staff are committed to supporting children to have a good start in life. Staff attend regular training courses and have a desire to continue to further develop themselves professionally. Daily meetings with the manager encourage staff to reflect on their teaching and plan how to support children to make even more progress in their learning. The manager meets with staff regularly to support them in their role and develop their teaching. All staff feel very supported and are highly complimentary of the manager and how she leads the team.

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

All staff are qualified and good at teaching children new skills. Staff plan exciting activities to support children's imagination and allow them to develop their ideas. For example, children fix tubes together and move sand around with a small toy digger. They develop ideas about how to fix materials together and test their own theories. Other children practise forming letters to write their names. Staff provide appropriate challenge for children, motivating them to learn. Staff provide a wide range of discussions to support children's communication skills. Group times are carefully planned to allow children time to talk in a small group, sharing their experiences and achievements. Conversations during play develop children's vocabulary and staff listen to children with genuine interest.

### Personal development, behaviour and welfare are good

Children behave exceptionally well. At the start of the day staff reinforce the rules and their expectations of children's behaviour. Children share resources and take care of the environment they play in. They are quick to tidy away and listen to staff with whom they have a very good relationship. Staff know the individual needs of all children. They ensure each child receives lots of attention and that their emotional needs are met at all times. Staff understand how children like to learn. They ensure children have the choice of playing indoors or outdoors, even in inclement weather. Children develop their large-muscle skills outdoors. They practise balancing on wooden beams and create their own running games. Children exercise daily and staff continually encourage parents to pack healthy lunches for children. Children are starting to follow healthy lifestyles.

### Outcomes for children are good

Children are supported well to be ready for school. They are developing good independence skills and at snack time they pour their own drinks. Children manage to put their own coats and boots on for outdoor play. All children concentrate well; they sit for short periods of time and listen to stories and staff instructions. They are active in their own learning, are confident, have many ideas and are sociable. All these skills are vital for a smooth transition to school.

## Setting details

<b>Unique reference number</b>	EY489002
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1015883
<b>Type of provision</b>	Full-time 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>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0113 2707865

Cookridge Pre-School was registered in 2015. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8.50am until 2.50pm. The setting provides funded early education for two-, three- and four-year-old children.

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