

# Thornhill Community Pre-School



Thornhill Sure Start Childrens Centre, Edge Lane, DEWSBURY, West Yorkshire, WF12 0QT

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 15 March 2017    |
| Previous inspection date | 27 November 2013 |

| <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 coordinates early support services exceptionally well to improve outcomes for children who are not meeting their expected targets. Children who have special educational needs and/or disabilities are given superb levels of support and make rapid progress.
- The provider has an excellent understanding of the community they work with. They continually plan for the changing needs of the families who use their service. They understand the priorities for improving learning for children across the district. Additional funding has been used successfully to enhance outcomes for children.
- Transition into the pre-school and on to school is extremely well supported. All children are ready for the changes and settle easily. Staff share information with other providers and parents to ensure there is a successful shared approach to children's learning.
- Children test their physical skills as they climb through tunnels, negotiate hills and climb over obstacle courses. Children get over any way they can, such as crawling, rolling and jumping. Staff offer lots of praise and encourage children to persevere and test their skills. Children enjoy the challenge and show pride in their achievements.

### It is not yet outstanding because:

- Professional development is not yet precisely focused to offer all staff the opportunity to develop their teaching skills to the highest standard.
- On occasions, staff do not make the most of opportunities to help the youngest children experiment, reshape tasks and find new ways of doing things.

## What the setting needs to do to improve further

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

- strengthen the arrangements for professional development to help all staff to raise their teaching skills to the highest level
- provide the youngest children with more opportunities to experiment, investigate and try different ways of doing things.

### 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 and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several 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 and induction procedures check that staff are suitable and understand their role. The qualified staff team is deployed effectively to ensure all children are well supervised and kept safe. Procedures for dealing with accidents and administering first aid are implemented successfully. Regular risk assessments help to ensure the environment is safe for children to play. Staff have a thorough understanding of current child protection issues and the procedures to follow should they have any concerns about an adult or a child. The provider works with all service users to review the pre-school's practice. Their views are used to make positive changes, such as improving the outdoor area. Staff provide parents with a wealth of information about how to support their children's development at home.

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

Groups of children are monitored to identify any gaps in teaching or learning. Observations of children's learning provide key staff with information about each child's individual needs and interests. Older children enjoy a highly stimulating and varied curriculum that promotes their swift progress in all areas. They are well equipped with the skills they need for the move on to school. Staff are enthusiastic and fun, and they model play for children. They encourage children to make links between words and objects, such as playing 'I spy'. They teach children to listen to others and take turns in speaking. Staff introduce mathematics throughout children's play. Children construct with a wide range of media, such as large crates, wooden blocks and tyres. They build a stage and seating ready for their theatre show. They practice early writing skills when making tickets for their audience. Staff help children to make connections in their learning. For instance, they make trees from branches and crates to represent the trees in their story. They act out stories and first-hand experiences through imaginative play.

### Personal development, behaviour and welfare are good

Parents comment that the staff are fantastic and children love attending the pre-school. Parents take part in stay-and-play sessions, and staff explain to them what they are teaching children and why. Children develop good social skills and quickly start to build friendships. Food is healthy and varied. Children grow lots of fruit and vegetables. They eat them raw and use them in cooking. Children learn to manage risks during their play. Staff fully promote their developing independence in personal care routines. The pre-school provides parents with information about the use of dummies and strategies for coping with unwanted behaviour.

### Outcomes for children are good

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. Children become confident individuals and successful learners. They enjoy celebrating their home cultures and traditions. They learn tolerance and respect for others, and develop a good understanding of the diverse community they live in and the wider world.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY465252  |
| <b>Local authority</b>                           | Kirklees  |
| <b>Inspection number</b>                         | 1066976   |
| <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>                    | 46  |
| <b>Number of children on roll</b>                | 70  |
| <b>Name of registered person</b>                 | Thornhill Community Pre-School  |
| <b>Registered person unique reference number</b> | RP907114  |
| <b>Date of previous inspection</b>               | 27 November 2013  |
| <b>Telephone number</b>                          | 01924437342   |

Thornhill Community Pre-School was registered in 2013. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The pre-school opens on Monday to Friday, during term time only. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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