

Cottingley Pre-School

Cottingley Town Hall, Main Street, Cottingley, Bingley, West Yorkshire, BD16 1SX



Inspection date

15 May 2017

Previous inspection date

11 March 2015

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

- Staff are kind and encouraging, helping children to grow in confidence and feel valued. Children are happy and well settled. They have made good attachments with their key person. Children enjoy taking part in a variety of activities and experiences.
- The manager and staff establish good partnerships with other professionals, agencies and local schools. These result in effective and well-coordinated strategies that promote and support children's progress.
- The manager and staff know the children well. They plan a wide range of challenging and exciting play opportunities to support children's individual interests and their next steps in learning. All children make good progress from their starting points.
- Parents think highly of the pre-school. They find the staff friendly and supportive and speak very positively of how children really enjoy coming and how quickly they settle.
- Behaviour is good. Staff remind children about being kind and caring to each other and promote the sharing of toys and equipment.

It is not yet outstanding because:

- On occasions, children are not given enough time to think about and respond to questions and to share their own ideas and experiences.
- The manager and staff have not updated the evaluation and improvement plan with new priorities to support their journey to outstanding.

What the setting needs to do to improve further

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

- enhance questioning skills and give children more time so they can share their knowledge, think through ideas and respond to questions
- carry out a thorough evaluation of current practice and provision, identifying new priorities and improvements.

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. She looked at relevant documentation, including the safeguarding policy, children's learning records, staff qualifications and their Disclosure and Barring Service checks.
- The inspector spoke to a group of parents during the inspection and took account of their written views.
- The inspector spoke to staff and children throughout the inspection. She toured all areas of the setting.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the procedures to follow should they have any concerns about a child's welfare. Staff are vigilant and supervise children well, ensuring that their safety and security are a priority. Staff are recruited and vetted robustly, which ensures they are suitable to care for children. The manager frequently observes staff and gives feedback to help them reflect on their practice. The programme of continuous professional development is effective and staff attend regular training. Children's achievements are monitored well. Any gaps in their development are clearly identified and intervention targeted.

Quality of teaching, learning and assessment is good

The manager and staff are well qualified and demonstrate a secure understanding of the early years foundation stage. Staff get to know children well through regular observations and assessments of their development. They use children's developing individual interests to plan activities so they are interested and motivated to learn. Children thoroughly enjoy using their imagination. They are keen to tell their friends that they are a doctor and are going to make them better. Staff support children well as they recognise their own name and try to write and identify the letters. Older children are enthusiastic as they match the number on the car to the number in the parking bay. This helps to promote children's understanding of numbers and counting.

Personal development, behaviour and welfare are good

Children are happy, settled and enter the pre-school confidently, benefiting from staff who work hard to establish strong bonds with children and their families. Children spend time outdoors where they learn how to take risks safely and develop their physical skills. For example, they enjoy making a den and watching how torches help them to see in the dark. Staff promote healthy lifestyles, encouraging children to wash their hands before lunch and snack time. A variety of well-balanced snacks is provided, with drinks available for children to access. Children also learn about the importance of dental hygiene and play games showing what foods are kind to their teeth.

Outcomes for children are good

All children develop the skills and capacity to learn in preparation for the next stage in their learning, such as school. Children are well supported by staff. They are confident and eager learners who have good social skills and enjoy working with others. Good intervention is sought for children who receive funding so their individual needs are fully supported and met.

Setting details

Unique reference number	EY318768
Local authority	Bradford
Inspection number	1092564
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	28
Name of registered person	Cottingley Pre-School Playgroup Committee
Registered person unique reference number	RP523365
Date of previous inspection	11 March 2015
Telephone number	07940 594 728

Cottingley Pre-School registered in 1997. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm and 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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