

# Oakenshaw Pre-School Playgroup

St. Andrews Church Hall, Bradford Road, Oakenshaw, Bradford, West Yorkshire,  
BD12 7EN



## Inspection date

7 September 2017

Previous inspection date

11 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 give children who are new to the setting, appropriate support and reassurance to help them settle. This gives children a strong base for developing their independence to explore and helps form secure emotional attachments.
- Staff work in partnership with parents from the start to plan activities linked to children's current interests and abilities. This helps children to engage in activities, overall, and achieve their next steps in learning.
- Staff have developed strong partnerships with other professionals. Children who have special educational needs and/or disabilities receive the right support needed to successfully promote their learning and development.
- Staff use detailed observations and assessments effectively to monitor children's progress. The manager monitors the progress made by different groups of children and uses this information to identify any gaps in learning or provision.
- Children choose which resources they want to access and they play outdoors in all weathers. They develop their physical skills well. They enjoy digging, running, riding scooters and rolling large cotton reels outside.

**It is not yet outstanding because:**

- Occasionally, staff do not maximise every opportunity to involve and engage the less confident and quieter children in planned activities.
- Sometimes during group activities staff do not sufficiently focus on extending children's learning to a higher level.

## What the setting needs to do to improve further

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

- help all children, including quieter children, to be actively involved in planned activities
- review the organisation of group activities and help all children to extend their learning to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed out a joint observation with the manager and discussed children's learning.
- The inspector sampled documentation, including staff suitability and training details, children's development records, accident and incident records and self-evaluation.
- The inspector discussed self-evaluation with the manager.
- The inspector spoke with parents and children and took account of their views.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

Improvements have been made since the last inspection. The manager has developed clear procedures for the safe recruitment of committee members and staff. Staff have a broad understanding of the indicators of abuse and are confident to report any concerns to safeguard and protect children from possible harm. Staff maintain a safe environment for children. They are deployed well so that children are always supervised. Safeguarding is effective. Regular staff meetings and supervisions are used to help support staff to continually enhance their teaching skills. The manager and staff continually evaluate the service they provide. They seek the views of parents and children and make changes where it is felt to be appropriate. Parents speak highly of the pre-school, particularly the friendly, knowledgeable and supportive staff.

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

The experienced and well-qualified staff work hard to provide a stimulating learning environment both inside and outdoors. There are a wide range of resources and activities, which enhances children's learning, overall, and encourages them to explore their surroundings with confidence. For example, children thoroughly enjoy digging up the potatoes they have grown from seed on their allotment. They excitedly compare their potatoes and giggle at the different shapes and sizes. They pick up worms and compare who has the longest worm and who has the one that wriggles the most. They confidently count and use numbers in the daily routines and during adult-led activities. Children develop their early language skills. Staff encourage children to recall past learning experiences and follow children's lead in conversations.

### Personal development, behaviour and welfare are good

Children are respected as individuals and treated with kindness. They seek reassurance from staff as required and demonstrate that they feel secure. Staff are good role models. They encourage children to use manners and promote positive behaviour. Consequently, children behave well and develop firm friendships. Staff teach children about healthy eating and lifestyles. They provide children with nutritious, well-balanced snacks, according to individual dietary needs. They encourage parents to provide healthy lunches. Staff have good relationships with the local schools that children move on to. Information is shared with the teachers when children are due to start at school, to ensure continuity of learning and care. Children acquire the key skills and attitudes that they need for their eventual move on to school. They explore similarities and differences through play. For example, they group different play figures in the play dough.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress. They are keen to learn and show a motivation to try new experiences. Children develop independence skills as they manage their own personal care. They have a growing interest in books and enjoy listening to stories. Children's early writing skills are developing. They paint, create pictures and are learning to write their names.

## Setting details

<b>Unique reference number</b>	311420
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1076351
<b>Type of provision</b>	Sessional 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>	22
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Oakenshaw Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP523116
<b>Date of previous inspection</b>	11 October 2016
<b>Telephone number</b>	07967 518277 or 01274 600025

Oakenshaw Pre-School Playgroup registered in 1997. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above. One member of staff has a degree in early years practice. The pre-school opens Monday to Thursday from 8.30am to 4pm, term time only. The pre-school provides funded early education for three- and four-year-old children.

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