

Netherthong Pre-school & Out of School Club

School Street, Netherthong, Holmfirth, West Yorkshire, HD9 3EB



Inspection date

18 September 2017

Previous inspection date

14 February 2014

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 support children's emotional well-being effectively. They form close bonds with the kind, attentive and enthusiastic staff. Children are happy, settled and emotionally secure in the warm, welcoming and well-resourced environment. Children take turns well, display polite behaviour and are kind towards each other.
- The manager has implemented very good systems to monitor the progress of different groups of children. She meticulously analyses information from staff's assessments and evaluates the effectiveness of teaching and learning well. This helps to reduce any differences in children's achievements swiftly.
- Staff plan and manage the move to school sensitively to ensure children are emotionally ready. Staff exchange detailed information about children's development with teachers to promote a consistent approach in their learning and care.
- Staff support children's literacy development well. Staff provide a wide range of opportunities inside and outside for children to develop their reading and writing skills.

It is not yet outstanding because:

- Staff do not always gather detailed information from parents about what their children know and can do to help inform their initial assessments when children first start.
- Occasionally, staff miss opportunities to help children develop their understanding of the benefits that following good hygiene routines and eating healthy foods can have on their bodies.

What the setting needs to do to improve further

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

- obtain further information from parents about what their children already know and can do when they first start at pre-school to contribute to their initial assessments
- consistently help children to develop their understanding of the benefits that following good hygiene routines and eating healthy foods can have on their bodies.

Inspection activities

- The inspector observed play and learning activities indoors and outdoors.
- The inspector held a meeting with the manager. She looked at relevant documentation including, policies and procedures, evidence of the suitability of staff and the pre-school's self-evaluation.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector spoke with the manager, staff, and children at appropriate times throughout the inspection.
- The inspector took account of the views of the parents and professional partners spoken to on the day.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and deputy have completed training in child protection. All staff receive training in how to recognise the signs and symptoms of abuse. They know where to report any concerns they may have regarding children's safety. The manager monitors the quality of the pre-school well and has a clear view of the strengths and areas for development. Staff are well qualified and experienced. The manager is committed to improve practice through training, regular one-to-one meetings and observations of staff's teaching. Parents are delighted with the quality of care that staff provide. They feel their children are safe and secure, and staff help them to develop well.

Quality of teaching, learning and assessment is good

Children benefit from good quality educational experiences that effectively promote their development and motivate them to learn. Staff promote children's language and communication skills very well. For example, they make sounds using different objects that they hide from children's sight. Children listen carefully to sounds the objects make and accurately guess what makes the sound. They work well in groups as they share their thoughts and ideas. Staff extend children's thinking and use effective questioning to sustain children's interest well. Children successfully identify insects and animals and match them to patterns as they play. Children enjoy painting and show good levels of concentration and imagination. Staff skilfully encourage children to describe their painting. Children are self-assured and confidently describe their picture as 'a monster with sharp teeth and three legs'.

Personal development, behaviour and welfare are good

Staff work closely with parents to ensure settling-in procedures for young children are personalised. They ensure that each child has plenty of time and support to settle and meet their individual emotional needs effectively. Staff carefully prepare children for the routines of the day. For example, they use picture cards to help them identify what is going to happen next. Overall, staff promote children's good health. They provide them with healthy snacks and regular opportunities to be physically active and to play outdoors in the fresh air. Children challenge their balance as they take turns in walking on the balancing beams. Their physical well-being is strong. Children show good levels of independence as they wash their hands, take off their coats and put on their boots. Staff creatively capture older children's interest in using binoculars to notice the physical differences between themselves and other children.

Outcomes for children are good

All children, including those who receive additional funding and those with special educational needs and/or disabilities make good progress. Boys skilfully build constructions. They share their ideas and extend their buildings to include garages. Children show a good interest in books and know how to use them carefully. They confidently ask for their favourite books using the title. Children are motivated in their learning and develop the skills they need for school very well.

Setting details

Unique reference number	311298
Local authority	Kirklees
Inspection number	1087771
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 7
Total number of places	24
Number of children on roll	14
Name of registered person	Netherthong Pre-School & Playgroup Committee
Registered person unique reference number	RP522951
Date of previous inspection	14 February 2014
Telephone number	01484 680 857

Netherthong Pre-school & Out of School Club registered in 1992. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status. The pre-school is open for 49 weeks per year, except bank holidays. Sessions are Monday and Friday from 9am until 3.30pm and Tuesday, Wednesday and Thursday from 7.30am until 6pm. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

