

# Meltham Community Pre-School



Meltham Baptist Chapel, Mean Lane, Meltham, Holmfirth, West Yorkshire, HD9 5QS

## Inspection date

27 September 2017

Previous inspection date

4 February 2013

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

- The dedicated team work hard to ensure that children receive high-quality educational experiences. The manager accurately evaluates the strengths of the pre-school and along with parents, staff and the committee identifies areas for development to effectively help them to improve.
- Children's literacy is developing well. Staff provide many opportunities for children to develop their drawing and writing skills. Children join in enthusiastically singing songs that help them identify initial letter sounds in the alphabet. Staff skilfully engage boys in early writing and reinforce their understanding of initial letter recognition as they play.
- Partnerships with parents are strong and support a consistent approach to children's learning. Staff regularly talk to parents about their children's progress. Parents trust staff to keep their children safe and secure. They feel their children are happy and developing well.
- Staff provide a well organised learning environment that is warm, welcoming and provides good opportunities for children to make independent choices in their play. Staff are attentive and kind. They sensitively help children understand what is expected of them. Children are well behaved, listen to staff and take turns.

**It is not yet outstanding because:**

- Performance management does not yet focus precisely on supporting staff's professional development and training to raise the quality of teaching to an outstanding level.
- Staff do not fully provide a wide range of opportunities to help children learn about and respect other communities and families beyond their immediate experience.

## What the setting needs to do to improve further

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

- focus more precisely on staff's professional development and training to help raise the quality of teaching to an outstanding level
- extend opportunities for children to learn about and develop respect for the diverse world they live in.

### Inspection activities

- The inspector observed children during play activities indoors and outdoors.
- The inspector held a meeting with the provider and checked relevant documentation, including the pre-school's self-evaluation, policies and procedures, qualifications and evidence of the suitability of the committee and staff working in the pre-school.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector spoke with staff, children and the manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents and the chairperson of the committee 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 manager have completed training in safeguarding and know how to work effectively with other agencies. All members of the committee and staff are trained in child protection. They know what to do should they be concerned about a child's welfare. Overall, the manager uses one-to-one meetings and appraisal systems to effectively help staff and support them in their role. The manager regularly monitors how well children achieve in their learning. She identifies any gaps in their development, and plans to help children catch up, are put into place. Partnerships with local schools are well developed. Staff share information about children's learning to help ensure their move to school is a positive experience.

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

Staff observe children's interests and accurately assess their learning. This helps them to identify and plan for children's next developmental steps and help them make progress. Young children join in with traditional rhymes. Staff are skilled in helping children identify size and position as they sing. Children follow the actions and accurately identify the next character in the song. They are confident in group situations. Children display good levels of motivation in their play. For example, they show good imagination as they use recycled materials to build a rocket that they state will go to the moon. Staff help children to develop their understanding further. They ask questions that help to promote their thinking skills. Children demonstrate their knowledge of the world and use good language skills to explain that rockets need fire to blast off.

### Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively. Their relationships with children are warm and caring. Children are confident to ask for a cuddle when they are feeling sad or unsure. Young children skilfully pedal tricycles. They challenge their physical capabilities and confidently negotiate around other children and equipment. Staff provide fresh fruit that children independently serve themselves. They promote good hygiene routines. For instance, children wash their hands before snack and understand how this helps them stay healthy. Their physical well-being is effectively supported.

### Outcomes for children are good

All children make good progress in their learning from their starting points. Older children accurately identify the missing number in the sequence. They use their memory to recall and write numbers using good finger control. Children enthusiastically find their name cards as they arrive. Older children are beginning to recognise the letters in other children's names. Children persist in using scissors to cut paper until they are successful and show pride in their achievements. Boys demonstrate self-assurance as they share photographs of their holiday and talk with confidence about their experience. Children are well prepared for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY452474
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1066250
<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>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Meltham Community Pre-School Committee
<b>Registered person unique reference number</b>	RP907580
<b>Date of previous inspection</b>	4 February 2013
<b>Telephone number</b>	07703594434

Meltham Community Pre-School registered in 2012. The pre-school employs three members of child care staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens term time only. Sessions are Monday and Friday from 9am until 1pm and Tuesday, Wednesday and Thursday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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