

# Brockholes Pre-School

Brockholes C of E School, Brockholes Lane, Brockholes, Holmfirth, West Yorkshire,  
HD9 7EB



## Inspection date

9 February 2018

Previous inspection date

13 September 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

- Staff provide good opportunities for children to develop their mathematical skills. For example, children build constructions and demonstrate a growing understanding of shape, size and number.
- Children settle quickly at the pre-school. They are happy, comfortable and confident in the company of the staff who care for them. The key-person system works well for children and parents.
- The manager and staff use self-evaluation successfully. There is cohesive teamwork and a commitment to achieve the best care and education for children, which underpins the improvements and plans in the pre-school.
- Partnerships with parents are good. Staff readily and effectively engage with parents. Parents fully appreciate the good-quality care and learning opportunities their children receive. The manager and staff operate an open door policy and encourage parents to contribute ideas and suggestions.

### It is not yet outstanding because:

- Leaders do not use the new system for assessing children's progress well enough, to accurately reflect children's progress or to target the development of teaching practice.
- At present, the manager does not always use staff performance systems to share good practice and identify training to further improve the quality of the provision.

## What the setting needs to do to improve further

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

- embed and monitor the new system for assessment, to help children make consistently high rates of progress
- develop effective staff performance systems, to share good practice, identify training and further improve the quality of the provision.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities throughout the pre-school. She assessed the quality of teaching and the impact on children's progress. The inspector spoke to staff and children throughout the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of staff.
- The inspector spoke to parents' and took account of their views and comments.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff keep their knowledge of child protection issues up to date in a variety of ways, including through regular discussion and training. The provider closely monitors staff practice, through regular meetings. Children's progress is also scrutinised well to help ensure teaching is responsive to any identified gaps in their achievement. For example, they identified that boys needed more support in developing their small-muscle skills to help their early writing, so staff provided additional activities, such as a group activity involving writing and moving. There are strong links with the local school to ensure the move for children is smooth.

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

Staff are well qualified and have a good understanding of how children learn and develop. They make regular observations of children's learning. This ensures that most assessments and planning of children's progress assist with setting targets for what they need to learn next. Staff plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas of learning. They provide a range of opportunities for children to develop their creativity, imagination and interest in marking marks. For example, inspired by the theme of Chinese New Year, children take orders in the pretend Chinese restaurant. Older children take the money and confidently give out change. Staff support children's communication and language development well. For example, they ask questions as children play and they listen carefully to what children have to say, which helps to extend the conversation.

### Personal development, behaviour and welfare are good

Staff are positive role models and children are polite and behave well. Children develop positive social skills, as they are kind and they help each other to complete tasks. Older children are supportive and nurturing of younger children, helping them to settle when they first start the pre-school. They gain a good understanding of healthy lifestyles. For instance, they discuss the effect of exercise on their bodies and the importance of drinking water. Children have good opportunities to challenge their physical skills. For example, they explore different ways to manoeuvre toy cars around the space.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress. Children are enthusiastic and develop confidence in their own abilities. They actively explore the environment and seek out their friends to share their experiences. Children develop key skills that help to prepare them for more formal learning, when they move on to school.

## Setting details

<b>Unique reference number</b>	311320
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1064002
<b>Type of provision</b>	Full-time 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>	1 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Brockholes Pre-School Committee
<b>Registered person unique reference number</b>	RP909861
<b>Date of previous inspection</b>	13 September 2013
<b>Telephone number</b>	01484 665957

Brockholes Pre-School registered in 1992. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 2 and 3. One member holds early years professional status. The pre-school opens on Monday to Friday, term time only. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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