

# Wooldale Pre School Playgroup

Wooldale Community Centre, Robert Lane, Holmfirth, West Yorkshire, HD9 1XZ



## Inspection date

13 March 2018

Previous inspection date

20 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

- The manager and staff provide an inclusive environment that values and celebrates diversity. Staff cherish and treat all children as unique individuals. Children are very considerate of the needs of others and develop an impressive understanding of the differences between themselves and other people.
- Staff support children who have special educational needs and/or disabilities extremely well. They establish effective partnerships with a wide range of other professionals. This helps to support a consistent approach to children's development and helps them to succeed. The manager uses additional funding effectively to enrich children's learning.
- Parents are highly complimentary about the quality of support that they and their children receive. Staff work very closely with parents from the moment their children start to attend. This supportive and collaborative approach continues throughout children's time at pre-school. Parents describe staff as 'very kind and caring'.
- Children's mathematical skills and understanding are developing well. Staff consistently use play opportunities to encourage children to count, make simple calculations and understand positional language, including backwards and forwards, in and out.

### It is not yet outstanding because:

- On occasions, staff do not ensure that whole group time activities consistently match the developmental stage of the youngest children.
- Systems to enhance staff's professional development and training are not consistently focused on raising the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- enhance group time activities so they are precisely matched to the developmental stage of the youngest children
- strengthen staff's professional development and training to help consistently raise the quality of teaching to the highest level and extend children's learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager and discussed the pre-school's self-evaluation.
- The inspector held meetings with the manager. She checked policies and procedures, staff qualifications and evidence of the suitability of staff.
- The inspector spoke to parents and grandparents during the inspection and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is committed to providing the best possible learning environment and experiences for children. She has an accurate view of the strengths of the pre-school provision and regularly gathers the views of parents to help her identify areas for further development. Safeguarding is effective. Staff are trained in child protection and understand what to do if they have any concerns about a child's welfare or the behaviour of a colleague. The manager uses regular supervision and team meetings to help staff in their role, overall. The manager monitors how well children are progressing in their learning and identifies any areas where they are not achieving as expected. She puts in place effective support to help children catch up quickly in their development. Staff work very closely with teachers to help ensure that children enjoy a smooth move on to school.

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

The qualified staff make regular observations and accurate assessments of children's development. They plan a range of activities to interest children and move them on in their learning, overall. Boys produce copious amounts of detailed and accurate drawings. They concentrate very well and describe how they have drawn their families sitting on a bench in the sunshine. Children are motivated in their learning. They play cooperatively together and show good levels of imagination as they confidently act out familiar situations, including going to the doctors. Staff support children's speech and language development effectively. They skilfully encourage older children to explain their ideas and introduce new language to help extend younger children's growing vocabulary.

### Personal development, behaviour and welfare are good

The manager and staff provide a vibrant learning environment and offer an extensive range of resources that supports children's independent play choices. Children thrive in this welcoming pre-school and develop very secure emotional attachments to their key persons. Staff are respectful and sensitive when attending to younger children's personal needs. They are calm and provide children with clear expectations. Children show affection and kindness towards each other. They behave particularly well. Staff provide lengthy periods where children choose to play outdoors. Children show good balance, coordination and control of their bodies as they practise walking on stilts. They also display good levels of energy as they confidently climb over wooden structures in the garden and jump through hoops. Children develop competence in their physical skills.

### Outcomes for children are good

All children, including those receiving additional funding, make good progress from their starting points in learning. Children enjoy stories and know a wide range of songs and rhymes that they sing with enthusiasm. Children learn how to mix different colours of paint together to make new colours. Older children confidently write their name and a range of other letters from the alphabet. Children display a positive attitude to their learning and develop the skills they need for the future, including starting school.

## Setting details

<b>Unique reference number</b>	311315
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1101828
<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>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Gillian Flowers
<b>Registered person unique reference number</b>	RP512791
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	01484 685602

Wooldale Pre School Playgroup registered in 1993. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one who holds a level 4 qualification. The pre-school opens Monday to Friday from 9am until 3.30pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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