

# Kirkburton Pre-School

The Sports Hall Hallas Road, Kirkburton, Huddersfield, West Yorkshire, HD8 0QQ



## Inspection date

11 July 2018

Previous inspection date

19 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Partnership with parents is working well. Parents are involved in discussions about their child's development when they first attend the setting. They have regular access to their child's learning records, and can view planning and topic information. Staff provide suggestions for parents so they are involved in extending their child's learning at home.
- Management have improved the monitoring of staff practice and there has been a renewed focus on the professional development of staff. Managers review and monitor the accuracy of planning and assessment with staff. They observe the quality of teaching, supporting staff improvement where required. This has had a positive impact on the quality of teaching.
- Staff plan and provide a wide range of stimulating activities for children. They provide good support for children and use effective teaching strategies to promote children's learning. Consequently, children are progressing well.
- Children behave very well. They understand the daily routine, listen to instructions and follow requests from staff. They cooperate and play well together. They are making new friends, and show care and consideration for others.

### It is not yet outstanding because:

- Monitoring and assessment of children's learning is not yet precise enough to sharply focus teaching on any gaps in learning between different groups of children.
- Staff do not provide enough opportunities for individual children to practise and strengthen their knowledge of counting and calculation.

## What the setting needs to do to improve further

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

- extend opportunities for individual children to practise their counting and early calculation skills
- strengthen the monitoring of children's progress so that planning is sharply focused on closing any gaps in learning between different groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and looked at relevant policies, documentation and evidence of the suitability of staff working in the pre-school.

### Inspector

Duncan Gill

## Inspection findings

### Effectiveness of the leadership and management is good

Management have a good knowledge of statutory requirements and have made good progress in improving the quality of provision for children. The arrangements for safeguarding are effective. Emphasis has been placed on improving staff's understanding in this area. Staff have received extra training and managers test their knowledge, for example, through quizzes. This ensures this new knowledge can be implemented in practice. As a result, staff are developing a good knowledge of a wide range of safeguarding issues, improving children's safety and care. The environment is well organised, safe for children and well maintained. Effective recruitment procedures are in place to ensure staff are suitable to work with children. Staff work well with other settings. They speak to local schools and implement teaching strategies used by schools. This provides consistency for the children as they move onto the next stage in their learning.

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

Staff are well qualified and have a good understanding of how children learn. They provide children with a warm, welcoming and stimulating environment, where they access a wide range of activities across all areas of learning. Staff use effective questioning to challenge children to think. They know their children well and understand their interests, using these to plan activities. Staff set age appropriate challenges and encourage children to have a go and persevere with tasks. Communication and language is promoted well. Staff use effective strategies to help children learn the different sounds letters make. They ask children questions about stories they are reading and encourage them to share their experiences, in large and small groups. There is a good range of adult-led and child-initiated learning experiences. Focussed activities are planned and implemented well. For example, staff use effective explanations, a bag of shapes and a wall display to successfully promote children's identification and understanding of shapes.

### Personal development, behaviour and welfare are good

Effective explanations from staff help children build a good knowledge of how to care for themselves. For example, they understand the need for sun cream and the importance of drinking lots of water to keep their bodies hydrated, when it is hot. Children listen carefully to instructions and can take well managed risks, such as using sharp knives and wooden skewers when making fruit kebabs. Staff reinforce safety measures by encouraging children to gently touch the sharp end of the skewer so they understand why they are being asked to be careful. Children receive healthy snacks and activities in the fresh air to promote their health and well-being.

### Outcomes for children are good

Children are making good progress. They are developing confidence and independence well. They competently manage their own toileting needs and hygiene routines. Children are confident and motivated to learn and have a go at new experiences. For example, they are keen to feel, smell and taste new fruits. They confidently answer questions in large and small groups. They listen well to others and are effectively prepared for their next stage of learning and school.

## Setting details

<b>Unique reference number</b>	311319
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1141888
<b>Type of provision</b>	Sessional 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>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Kirkburton Pre-School Committee
<b>Registered person unique reference number</b>	RP523060
<b>Date of previous inspection</b>	19 January 2018
<b>Telephone number</b>	01484 606 976

Kirkburton pre-school was registered in 1992. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3pm.

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