

Church House Pre-School



St Marys Church Hall, Church Lane, MIRFIELD, West Yorkshire WF14 9HX

Inspection date	13 September 2018
Previous inspection date	10 June 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The arrangements for monitoring all staff's professional development are not fully effective.
- Assessments of children's progress do not always accurately reflect what children know and can do.
- The procedures for monitoring the progress made by different groups of children is not fully developed.
- The induction process is not robust enough to make sure new members of staff have completed all aspects of training.

It has the following strengths

- Staff make accurate observations and use the information to plan for next steps in children's learning.
- Staff work closely with parents and other professionals to maintain consistency in children's care.
- Children are happy at the pre-school and staff interact warmly with them, providing frequent praise and encouragement.
- Staff are positive role models. They give children clear messages about expected behaviour. Children are developing good social skills and behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the programme of professional development for staff so that teaching is of a consistently good standard	11/10/2018
improve the quality of the assessments of children's learning, gathering clear starting points when children first arrive at the setting to ensure that staff have an accurate understanding of children's progress over time.	11/10/2018

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

- build on the arrangements for comparing the progress made by different groups of children and checking that all of them receive the support they need to help them achieve at the highest possible level
- review the induction procedures, so it covers all aspects of training and staff fully understand their roles and responsibilities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and had a discussion with a member of the committee.
- The inspector spoke to staff and children during the inspection. She completed a joint observation of with the manager
- The inspector looked at children's assessments and talked to staff about children's learning.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Helen Sanders

Inspection findings

Effectiveness of leadership and management requires improvement

The manager holds regular supervision meetings with staff, however, the systems for professional development are not entirely effective and the recommendations from the last inspection have not been fully addressed. Although all staff have induction training, some elements are not implemented effectively enough to ensure all staff fully understand their roles and responsibilities. The manager does not use information gained from monitoring the progress made by all of the different groups of children effectively. This means she is not able to identify where groups of children need additional support. Safeguarding is effective. Staff are clear about the procedures to follow in the event of a safeguarding concern. The pre-school has good links with professionals involved in children's care to support children's learning and development. There are suitable processes in place to reflect on the service that the pre-school offers. Parents say their children are very happy. They say staff support children's communication and language well and their children make good progress in this area.

Quality of teaching, learning and assessment requires improvement

Teaching is variable and some staff do not use all opportunities to develop children's learning. For example, staff do not build on children's understanding of capacity. They ask children to fill containers until they are full or half full but do not give them time to achieve this. Staff gather information, regularly observe children's achievements and plan for their individual next steps. However, they do not use their assessment of children's learning to track their progress over time. Staff do not find out what children can do when they first start or use what they know about children's learning to check that they are making good progress. However, children enjoy exploring the resources and finding out what they can do. Staff model how to say words, helping children to develop their language skills. They provide opportunities for children to learn about local people and communities. Children participated in creating flower displays when the local community entered a competition.

Personal development, behaviour and welfare are good

Staff help children to settle well. They engage children in activities that they enjoy and make sure they understand the routines. Children have good relationships with staff which help them to feel secure. They develop independence and competently washing their hands or choose fruit. Children share and take turns with each other. They have a good understanding of how to keep themselves and others safe. Children use their imaginations and enjoy role play, negotiating the space safely. When children pretend to be police officers, they slow down the cars they are driving to keep everyone safe.

Outcomes for children require improvement

Inconsistencies in teaching mean that not all children make the good progress they are capable of. However, children are beginning to develop some of the skills they need in readiness for school. Children follow instructions and listen well. They are becoming independent.

Setting details

Unique reference number	311345
Local authority	Kirklees
Inspection number	10064000
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	20
Number of children on roll	30
Name of registered person	Church House Pre-School Committee
Registered person unique reference number	RP909696
Date of previous inspection	10 June 2016
Telephone number	01924497860

Church House Pre-School registered in 1970. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens Monday to Wednesday, 9am to 3pm and Thursday and Friday, 8.30am to 3pm, term time. The pre-school provides funded early education for 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.

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