

Shelf Pre-School

Village Hall, Halifax Road, Shelf, HALIFAX, West Yorkshire HX3 7NT



Inspection date	20 September 2018
Previous inspection date	26 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Managers are dedicated to providing the best quality pre-school experience they can for children. They accurately evaluate the quality of the pre-school and are committed to making continual improvements.
- Children who have special educational needs (SEN) and/or disabilities are supported exceptionally well. Staff provide children with individually tailored support and develop effective partnerships with a wide range of other professionals. This supports a shared and consistent approach to children's learning and development.
- Staff place a strong focus on helping children to develop their language and vocabulary skills. Children's communication and language skills are flourishing.
- Staff build strong, trusting relationships with parents and keep them fully informed about their children's learning and progress. They provide a wide range of information and a library of books to borrow to help parents support learning at home. Parents speak very highly of the pre-school and state 'staff are very caring and their children love pre-school'.
- Managers and staff create an extremely inclusive environment where diversity is respected. They cherish all children as the unique individuals that they are. Children learn about differences between themselves and other people very well.
- Children's behaviour is excellent. They are very patient with each other, kind and caring. Staff are very calm and good role models for children.

It is not yet outstanding because:

- Managers do not precisely focus staff's professional development and training on consistently 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:

- strengthen staff's professional development and training to focus more precisely on raising 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 indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held meetings with both managers. She checked policies and procedures, children's learning records, staff's qualifications and evidence of staff and committee members' suitability.
- The inspector completed a joint observation with one of the managers and discussed the pre-school's self-evaluation with both managers.
- The inspector spoke to parents and grandparents during the inspection. She took account of their views and their written comments.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the possible signs of abuse and fully understand the procedures to follow should they have any child protection concerns. Managers regularly check staff's understanding through safeguarding quizzes. This good practice is underpinned by the implementation of effective safeguarding policies and procedures. Managers provide supervision and regular team meetings to help staff understand their role, overall. They regularly review children's individual progress and the progress of different groups of children. They use this information well to help identify any gaps in provision or areas where children may need additional help. Managers make swift referrals to external professionals and use effective strategies to help children catch up quickly in their development.

Quality of teaching, learning and assessment is good

Qualified staff provide many opportunities for children to learn about nature. Children enjoy making bird feeders using apples, seeds and raisins, and display their good language skills as they talk about what they are doing. Staff provide binoculars and birdwatching sheets to help children identify the birds that visit the garden. Boys and girls delight in playing outdoors in the rain. They enjoy the sensation of catching the raindrops on their tongue and enthusiastically collect the rainwater in different containers. Staff draw children's attention to the size of circles created by the raindrops and encourage them to measure how much rain they have collected. Children display good mathematical understanding. Staff support children's literacy development well. They take children to the local library each week to choose books. They also read stories using good expression and encourage children to write their own name. Children enjoy stories and display their good listening and attention skills.

Personal development, behaviour and welfare are outstanding

Children thrive in this vibrant, highly stimulating pre-school and display a strong sense of belonging. Staff are particularly sensitive to children's emotional well-being and offer a tailored approach to help them settle quickly. This is significantly enhanced through the highly effective and consistent key-person system. Staff support children's understanding of how to grow healthy food superbly well. Children learn how to care for the tomatoes, chard and potatoes that they grow. They harvest the tomatoes and eat them for snack. Staff very skilfully help children to understand the importance of eating healthy food. They also provide extensive opportunities for children to be physically active outdoors. Children display high levels of energy and physical competence as they climb, jump and work cooperatively together moving the see-saw up and down.

Outcomes for children are good

Children make good or better progress in their learning, including those who have SEN and/or disabilities. Children are confident, enthusiastic and motivated. They enthusiastically sing a wide range of songs and join in the actions. Children confidently identify the different parts of their body. Children display a positive attitude to their learning and develop the skills they need for the future, including starting school.

Setting details

Unique reference number	EY391451
Local authority	Calderdale
Inspection number	10070103
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	28
Name of registered person	Shelf Pre-School
Registered person unique reference number	RP521938
Date of previous inspection	26 February 2015
Telephone number	01274 676 661

Shelf Pre-School registered in 1987. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with a level 6 qualification and one who holds early years professional status. The pre-school opens from 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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