

Ilkley Preschool Playgroup

Friends Meeting House, Queens Road, Ilkley LS29 9QJ



Inspection date	3 October 2018
Previous inspection date	8 March 2016

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Parents speak highly of the care their children receive and the progress they have made in their learning since attending the setting.
- Staff have a good understanding of how children learn, overall. They plan and provide activities based on children's interests. This helps children to concentrate for extended periods of time on activities, such as building with blocks, or exploring how colours change when other liquids are added.
- Staff provide activities that help younger children to interact with their older peers so that they enjoy learning together. For example, an older child is keen to show a younger child how to build a dinosaur out of bricks.
- The staff's warm and affectionate manner supports children's personal development and well-being effectively. Children are happy and settled at the pre-school and their behaviour is good. The staff's support and positive role modelling help children to develop respectful relationships with staff and their peers.

It is not yet outstanding because:

- The trustees and manager do not monitor and critically evaluate staff's teaching skills as well as they could, to help raise the quality of teaching to a higher level.
- Activities planned to support play and learning outdoors are not as rich and varied as those children experience indoors.
- Staff training is based on essential requirements, such as first aid and not sufficiently focused on raising the quality of teaching to a higher level.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff's practice to evaluate critically teaching skills and to develop the quality of practice even further
- enhance planning for outdoor play, to help children benefit from challenging and consistently good learning experiences
- extend the programme of professional development to raise standards in teaching and learning even higher.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff throughout the inspection.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand how to keep children safe and know how to report any concerns they may have about a child's welfare. They carry out daily risk assessments, helping to provide a safe environment for children. The manager implements systems for the safe recruitment of staff. Overall, staff are generally well supported. They are offered some opportunities to discuss their performance. The manager regularly monitors the progress of children to ensure they achieve the expected level of development. The manager and staff reflect on the quality of their provision and discuss ideas for improvement. They value parents' views. For example, following a request for more information about children's activities staff have created an informative display board.

Quality of teaching, learning and assessment is good

Staff get to know children well through regular observations and accurate assessments of what they can do. This contributes to the good progress children make. Staff support children's language development well. They model play and engage children in conversations to help develop their vocabulary and thinking skills. Overall, staff plan exciting learning opportunities to help enrich children's experiences. For example, a visiting science teacher helped children to explore and experiment with colours. Through this children learn how to use tools such as a pestle and mortar and pipette. Staff are good at supporting children's early reading skills. They encourage children to predict what will happen next in the story using picture clues. Children sit well and concentrate during adult-led sessions, especially when these are well planned to meet their needs and abilities. For example, during a group session staff focus on supporting younger children to take turns and older children to count and match colours.

Personal development, behaviour and welfare are good

The small and friendly staff team provides a welcome and nurturing environment. Staff encourage children to be independent and responsible. On arrival, children hang up their belongings and find their name card to self-register. They are familiar with the daily routines. This helps to support their emotional well-being. Children behave well. They are able to take turns and are polite to each other. Staff routinely offer praise as they recognise children's efforts and achievements. This helps to develop children's confidence and self-esteem. Children learn about the importance of leading a healthy lifestyle. For example, staff help them to make healthy food choices and provide them with daily opportunities for fresh air.

Outcomes for children are good

All children make good progress in their learning. Children develop good communication and language skills and can express their wants and needs. They are eager to learn and show sustained levels of interest during group activities and show and tell sessions. They have opportunities to make marks, supporting their emerging writing skills. Children are well prepared for their future learning, including moving on to school.

Setting details

Unique reference number	EY477654
Local authority	Bradford
Inspection number	10075971
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	Ilkley Preschool Playgroup CIO
Registered person unique reference number	RP533672
Date of previous inspection	8 March 2016
Telephone number	07754793644

Ilkley Preschool Playgroup registered in 2014. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and two hold appropriate early years qualification at level 2. The pre-school opens Monday, Tuesday and Friday, 9.15am until 12.15pm and Wednesday and Thursday 9am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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