

Children's Corner Preschool

St Hildas Church, Gibraltar Road, Halifax HX1 4HE



Inspection date	18 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager and committee members work closely together and promptly address any actions that they identify. They take account of the views of parents, children and the pre-school team to inform planning for any changes.
- The pre-school team recognises the great importance of partnership working with parents. Staff regularly exchange two-way information with parents and help to guide their children's activities at home.
- Staff nurture children's confidence and self-esteem. There is a strong focus on supporting the development of children's communication and language skills during routines and across the wide range of activities. Children make good progress from when they begin to attend.
- Staff get to know individual children's needs and interests very well. They implement the key-person system effectively and children develop secure emotional attachments with staff.
- Children consistently behave well for their ages and understand what is expected of them. They are polite and kind towards each other.

It is not yet outstanding because:

- On occasion, staff do not give children sufficient time to think and answer questions.
- Staff do not consistently organise activities and resources as well as possible to help extend children's learning even further.
- The programme of professional development is not yet sharply targeted to support staff to improve their practice and knowledge to an even higher level.

What the setting needs to do to improve further

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

- enhance the use of questioning skills to allow all children more time to think and develop their own ideas and responses
- strengthen the organisation of group activities and resources to meet the needs of young children even more effectively
- focus the professional development programme precisely to help improve staff practice, knowledge and teaching to the highest level.

Inspection activities

- The inspector completed a tour of the areas of the premises used for the pre-school provision and looked at documentation, including evidence of the suitability of staff and committee members.
- The inspector spoke to staff and children, at appropriate times, throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching activities and the impact of this on children's learning.
- The inspector took into account the views of parents, spoken to on the day.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a good awareness of their roles and responsibilities to help keep children from harm. They understand the process to follow should they have any concerns about children's welfare. Recruitment and induction procedures are robust. Steps are in place to help ensure the ongoing suitability of staff. The manager monitors the progress made by groups of children and by individuals. She uses this information effectively to address and help to narrow any gaps in learning. Staff take part in regular observations of each other's teaching and complete supervisory sessions with managers. This helps them to share good practice across the team. There are established links with other professionals and settings to support a consistent approach to children's learning.

Quality of teaching, learning and assessment is good

Staff engage effectively with children during their play and have a secure understanding of how they learn. They know children's needs and interests well and provide activities that support children's development effectively, overall. Staff skilfully provide an ongoing commentary to help enhance children's learning. For example, they encourage children to count colourful pompoms as they create their own pictures. Young children explore using all of their senses. They sprinkle flour and sugar onto paint and glue and talk about how the materials feel. Staff acknowledge that some children learn better in an outdoor environment and provide plenty of opportunities for exercise and fresh air. Children are encouraged to make choices and lead their own play.

Personal development, behaviour and welfare are good

Staff promote children's understanding of healthy lifestyles well. Children help to prepare and serve a variety of healthy snacks. They manage their own self-care skills, such as using the toilet and handwashing. Staff provide a welcoming and relaxed environment where children are well cared for and highly valued. Parents speak positively about their child's key person and appreciate their own involvement in the pre-school, for example, they contribute to assessments. Staff work hard to settle children at the pre-school, for example, they carry out visits to children's homes before they start. They provide praise and encouragement and remind children about using good manners and about simple rules and boundaries. Children learn about how to keep themselves safe, such as when they help to minimise any risks in the pre-school play room.

Outcomes for children are good

All children, including those who speak English as an additional language, thoroughly enjoy learning. They gain the basic skills that they will need for the eventual move on to nursery and school. Children spontaneously burst into song and delight in listening to stories. This helps to support the development of their early literacy skills. Children learn to socialise and form firm friendships.

Setting details

Unique reference number	EY501493
Local authority	Calderdale
Inspection number	10076779
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	16
Number of children on roll	35
Name of registered person	Children's Corner Preschool Committee
Registered person unique reference number	RP910712
Date of previous inspection	Not applicable
Telephone number	07434723812

Children's Corner Preschool registered in 2016. The pre-school employs five members of childcare staff. Of these all hold appropriate early years qualifications at level 2 and most hold qualifications at level 3 and above. The setting opens term time only. Sessions are from 9am until midday, and midday until 3pm, Monday to Friday, except for Wednesday when the pre-school opens for the morning only. The setting provides funded early education for two-, and three-year-old children.

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