

# Kirkheaton Pre-School

The Scout Hut, Moorside Road, HUDDERSFIELD HD5 0LR



<b>Inspection date</b>	4 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 highly qualified and dedicated management accurately evaluate the quality of the pre-school provision. They involve staff and parents in this and act on their views to help to support continual improvement.
- Staff place a strong focus on helping children to develop their language and vocabulary skills. They support children who speak English as an additional language effectively. Children's communication and language skills are flourishing.
- The management team and staff create a welcoming and inclusive environment where all children are valued as unique individuals. Children develop their understanding of differences between themselves and other people.
- Staff gather detailed information from parents about what their children know and can do when they first start to attend. They continue to keep parents fully informed about their children's learning. Parents speak highly about the quality of care. They describe the pre-school staff as 'approachable and really helpful'.
- Staff develop effective partnerships with a range of other professionals. This helps to ensure that children's individual developmental needs are well supported.

### It is not yet outstanding because:

- Staff do not always offer a range of opportunities to inspire older boys to practise their independent drawing and writing skills.
- Performance management systems do not focus precisely on developing staff's teaching skills, to raise the quality of practice even further.

## What the setting needs to do to improve further

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

- extend the range of opportunities available to inspire older boys to practise their independent drawing and writing skills during their play
- enhance performance management to focus more precisely on developing staff's teaching skills, to raise standards of practice 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 the management team. She checked policies and procedures, complaints procedures, staff qualifications and evidence of the suitability of staff.
- The inspector completed a joint observation with the manager and discussed the nursery's self-evaluation with the management team.
- The inspector spoke to parents during the inspection and took account of their views.
- 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 are trained in child protection and know what to do if they are concerned about a child's welfare or the behaviour of a colleague. The management use robust vetting procedures to ensure that all staff are suitable. They provide staff with induction, supervision, training and support to gain qualifications. This helps them to understand their role, overall. The management team provides parents with a range of information in the welcome packs. This includes a range of policies and procedures, including how to make a complaint should the need arise. The management team monitors how well individual and different groups of children achieve across all areas of learning. Staff develop strong partnerships with local schools to help to maintain continuity for children's learning.

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

The qualified staff make accurate assessments of children's learning and complete summaries of their progress each term. Staff share these with parents and provide ideas of how they can support learning at home. Children play cooperatively together building long railtracks complete with bridges, tunnels and buildings. They display good levels of concentration and persistence as they develop their ideas. Staff teach children a wide range of songs and action rhymes. Children display their good knowledge of songs and sing with great enthusiasm. This helps to develop their memory, language and early reading skills. Staff respond well to older children's polite request to be the teacher and lead the singing time. Children show interest in the environment around them. They talk confidently with staff about where the helicopter flying overhead might be going and the refuse collection wagon on the road.

### Personal development, behaviour and welfare are good

The management team and staff develop a calm, caring and nurturing environment. They provide children with plenty of praise and encouragement to help to develop their self-esteem. Children settle quickly and are well supported by their key person. Their emotional well-being is strong. Children's behaviour is good. Older children show empathy and caring attitudes towards younger children. Staff ensure that children enjoy daily play experiences in the spacious outdoor area. Children develop their body strength and challenge their physical skills as they pedal tractors with trailers and ride balance bicycles proficiently.

### Outcomes for children are good

All children make good progress in their learning, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Children count confidently. They are interested in stories and use books competently. Children are enthusiastic and motivated in their play. They display positive attitudes to learning and are well prepared for the future, including school.

## Setting details

<b>Unique reference number</b>	EY537151
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10070685
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Emma Greaves & Jenny Donaghy Partnership
<b>Registered person unique reference number</b>	RP530581
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07887440507

Kirkheaton Pre-School registered in 2016. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including two who hold level 6 qualifications. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

