

# Netherton Pre School

Chapel Street, Netherton, Huddersfield, West Yorkshire HD4 7ES



<b>Inspection date</b>	26 October 2018
Previous inspection date	11 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff know children well. They use information from their observations of children's learning to plan a range of stimulating activities that sustains children's interests and keeps them motivated to learn.
- Children behave very well. Staff are consistent in their approach to managing children's behaviour and children know what is expected of them.
- There are effective partnerships with other professionals to help meet the needs of the children. All children, including those who have special educational needs (SEN) and/or disabilities, make good progress from their starting points.
- Staff form strong partnerships with parents, who speak highly of how they support the whole family.
- The key-person system is implemented well. Key persons build friendly and trusting relationships with parents and children. They make sure that children's care and learning needs are met.

### It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children's progress is developing.
- At times, staff do not adapt activities to offer even more challenge for children to support their rapid progress.

## What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- make the most of opportunities to offer even more challenge for children and fully extend their learning.

### Inspection activities

- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the pre-school manager.
- The inspector observed the quality of teaching during activities outdoors and indoors and assessed the impact this has on children's learning.
- The inspector discussed with the manager and providers some of the pre-school's policies and procedures and checked evidence of staff's suitability and qualifications.

**Inspector**  
Helen Sanders

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff have a thorough understanding of the requirements of the early years foundation stage and implement them effectively. Staff regularly check the environment for risks and take appropriate action to reduce the possibility of harm to children. Safeguarding is effective. The manager and staff have a thorough understanding of their responsibilities to keep children safe. They have a good understanding of the reporting procedure if they had any concerns about a child's welfare. The manager holds regular team meetings and undertakes staff supervision meetings, plans training and other professional development opportunities. This helps ensure that staff knowledge and skills are kept up to date.

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

Assessments are accurate and staff use the information to plan for the next steps in children's learning. Staff work well in partnership with parents to identify children's starting points and use their observations to monitor children's ongoing progress effectively. Good systems are in place to share information with parents about their child's progress, including the progress check for children aged between two and three years. Staff promote children's mathematical skills well. For example, when making Halloween biscuits they encourage children to help to weigh the ingredients and identify numbers on the scales. Staff develop children's language well. They encourage children touch the ingredients and they use words, such as 'crunchy' and 'soft', to describe them. Staff provide opportunities for children to learn about their community. For example, they organise visits from the local fire brigade and police officers.

### Personal development, behaviour and welfare are good

Tailored settling-in sessions help children to adjust quickly into pre-school life and build secure relationships with staff. Children develop good social skills. They understand routines well and know how to manage risk. For example, when building ramps outdoors they identify how to make the ramp strong and safe. Staff act as good role models and boost children's self-confidence through praise and encouragement. Staff provide children with healthy nutritious snacks and support them to be very independent. Children confidently put on their own coats before going out to play. They understand the importance of good hygiene practice and competently wash and dry their hands before eating.

### Outcomes for children are good

All children make good progress relative to their starting points, including children who have SEN and/or disabilities. They are gaining the key skills that help to support their future learning and readiness for school. Children are curious and confident to explore new experiences as they play. They concentrate well and listen attentively to staff. Children play well together and readily take turns. They are developing a good vocabulary and are confident communicators.

## Setting details

<b>Unique reference number</b>	311301
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10060237
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Netherton Pre School Committee
<b>Registered person unique reference number</b>	RP522949
<b>Date of previous inspection</b>	11 March 2015
<b>Telephone number</b>	07948813531

Netherton Pre School registered in 1992 and is managed by Netherton Pre School Committee. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday to Friday during term time only and sessions are from 9.05am to 12.05pm and from 12.05pm to 3.05pm on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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