

Oxenhope Under Fives Pre-school



Oxenhope Community Centre, Shaw Lane, Oxenhope, KEIGHLEY, West Yorkshire BD22 9LH

Inspection date	12 February 2019
Previous inspection date	16 October 2014

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

Summary of key findings for parents

This provision is outstanding

- Staff carry out exemplary observation, assessment and planning. The invaluable early years teacher is highly skilled and knowledgeable. She meticulously analyses data to identify and reduce any differences in children's learning magnificently. This is reflected in elaborate, forward-thinking action plans and early intervention programmes, such as those related to children's speech and language.
- Staff establish superior partnership working with parents. Parents attend exciting and informative stay-and-play sessions and have input in to staff's planning of activities. They receive and share extensive high-quality information, including through various highly successful online information systems.
- The dedicated staff give excellent consideration to optimising the learning environment, despite the challenges of a pack-away pre-school. They use innovative and creative ways to provide a tremendous range of rich, highly challenging and captivating activities. Children flourish, make substantial and sustained progress and develop exemplary skills for their future move on to school.
- There is first-rate monitoring of staff's practice. Their qualifications, continued professional development and high-quality, motivating teaching, significantly enhances children's learning.
- Staff promote children's physical well-being to an exceptionally high standard. For instance, children harvest food, staff loan out balance bikes and helmets to parents and children have free access to the outdoors.
- Children show outstanding independence and exceptional social skills and behaviour. Their use of sand timers to self-regulate sharing and taking turns is astounding. Children play harmoniously and form wonderful friendships.
- The committee and staff have an admirable passion and drive for excellence. This is reflected in superior and exhaustive self-reflection and improvement plans.

What the setting needs to do to improve further

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

- continue to implement plans to develop the excellent outdoor provision and to monitor the impact this has on children's learning.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at various documents, including those related to the suitability and qualifications of staff, and sampled planning and children's online records of learning.
- The inspector viewed written feedback from parents.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is outstanding

The committee and staff make excellent use of external sources of information and quality improvement tools. They also complete comprehensive audits related, for instance, to safeguarding, health and safety and the learning environments. Elaborate action plans are continually evolving and are further informed by feedback from parents through questionnaires and consultation meetings. A key focus is for the early years teacher to take her knowledge from recent training to enhance more nature-based outdoor learning. Safeguarding is effective. Staff undertake rigorous risk assessments to help to keep children safe and have an in-depth knowledge of child protection issues. The manager undertakes specific training to strengthen recruitment and vetting procedures.

Quality of teaching, learning and assessment is outstanding

Staff superbly support children's communication and literacy skills. As part of this, they have set up a library for parents and provide home-learning resources, such as story sacks. Staff provide excellent support and inclusive practices for children with special educational needs. For example, they use visual timetables, objects of reference and a 'now' and 'then' board. Staff provide first-class opportunities for children to think creatively and critically. For example, they encourage children to write down their ideas to create a potion recipe or make a car ramp using cardboard. Staff use spontaneous opportunities to support children's learning, such as finding ice in tyres and using real ice cream to enhance children's role play in the pretend ice-cream parlour.

Personal development, behaviour and welfare are outstanding

Staff help to foster children's emotional well-being through their nurturing relationships. They gather and update extensive information from parents as children settle and during their time in the pre-school. Staff create transition photograph booklets for each feeder school, to successfully support children's transitions. They also partake in initiatives with parents, such as '50 things to do before you're five'. Children have excellent opportunities to take managed risks. For example, staff provide woodwork sessions where children learn to use real child-sized tools safely. Children constantly make decisions, including through the 'voting' box. Staff reflect difference and anti-bias practice all around the pre-school and children learn words in different languages, such as Mandarin and Spanish. Parents complete 'Wow' stars so that staff can celebrate children's achievements and help to foster children's self-esteem and confidence.

Outcomes for children are outstanding

Children show exceptional motivation and have a superb thirst for and approach to learning. They have immense fun during activities and show high levels of curiosity. Boys delight in solving problems while building dens. Girls and boys express amusing and creative narratives while excitedly making potions. They squeeze lemons and limes in to unique vessels, wincing and giggling as they taste the sour juice. Children have excellent opportunities to develop small-physical skills in readiness for writing. For example, they transfer liquid using pipettes and use tongs at snack time. They concentrate intently while placing tiny circular cereal shapes onto raw spaghetti, placed vertically in dough.

Setting details

Unique reference number	301974
Local authority	Bradford
Inspection number	10069106
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	38
Name of registered person	Oxenhope Under Fives Pre-School Committee
Registered person unique reference number	RP523637
Date of previous inspection	16 October 2014
Telephone number	07851 702 283

Oxenhope Under Fives Pre-school has been operating since 1973. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications; four are at level 3 and one staff member holds early years teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm, except for Friday when it closes at midday. A breakfast club is additionally offered from 8.30am to 9am. The pre-school provides funded early education for two-, three- and four-year-old children.

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