

Roberttown Community Centre Pre-School

Roberttown Community Centre, Church Road, Liversedge, West Yorkshire
WF15 7LS



Inspection date	5 March 2019
Previous inspection date	9 March 2016

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

- The manager leads the staff team extremely successfully. She constantly seeks ideas for improvement from staff and parents. This helps her to develop precise plans to maintain consistently excellent outcomes for children.
- The manager and staff rigorously check the excellent progress made by different groups of children. Informative assessment is used effectively to help swiftly identify and address any gaps in children's learning. Staff work very closely with a range of agencies and other providers to implement highly effective strategies, to ensure all children reach their full potential.
- High-quality training and ongoing professional development for all staff are given great priority by the manager. Staff are fully committed to developing their practice and support one another in further refining their excellent teaching skills.
- Children are actively motivated by inspirational activities indoors and outdoors. This provides them with an excellent educational programme through which they become extremely confident and curious learners. Children make exceptional progress in relation to their starting points.
- Parents speak extremely highly of the pre-school and the staff. They state that their children feel safe and secure and receive an excellent education that prepares them well for starting school.
- Staff are superb role models for children. They promote equality of opportunity at all times. They are consistent in supporting children to behave extremely well. Staff gently model very good manners and create a positive atmosphere of respect and mutual trust.

What the setting needs to do to improve further

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

- continue to develop the already excellent opportunities for children to count and use numbers in everyday activities.

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, including staff qualifications and their Disclosure and Barring Service checks. The inspector viewed policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to parents during the inspection and took account of their written views.
- The inspector spoke to staff and children throughout the inspection and toured all the areas of the setting.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an exceptional understanding of the procedures that they should follow if they have concerns about a child's welfare. Risk assessments are carried out in great detail. This helps to ensure children are always safe. Recruitment processes are first rate and ensure staff are suitable to work with children. Staff are very committed to making sure children achieve at the highest level. Highly developed ways of checking the quality of teaching and children's progress ensure that all achievements are outstanding. The views of staff, parents and children are consistently included as part of the self-evaluation process. The manager works extremely closely with staff to make focused improvements in practice.

Quality of teaching, learning and assessment is outstanding

Staff effectively use their excellent teaching skills and extensive early years knowledge to create inspiring learning opportunities for children. Staff are extremely friendly and approachable. Parents are provided with a vast variety of ways to converse and share their knowledge of their children's learning at home. This information is then effectively used to complete precise assessments and plan targeted activities that successfully challenge every child. Children are extremely eager to learn about the different textures and experiment as they mix the oats and oil into the dough. They say how 'soft' and 'slimy' it is using new and extremely descriptive words. Children can see vast amount of numbers displayed around the pre-school indoors and outdoors. Staff plan to extend children's already excellent numeracy skills during their daily play. Children are extremely keen to move into their small groups for activities. Older children listen intently to the story about 'Please Louise'. They join in with the story and are extremely excited when asked excellent open-ended questions from staff. Children reply eagerly and tell the story to their friends.

Personal development, behaviour and welfare are outstanding

Relationships between staff and children are very strong, especially for children with special educational needs and/or disabilities. Children's key persons are very effective in helping them to make sustained progress in their learning. Children learn about the importance of healthy lifestyles. Staff successfully talk to them about healthy foods as they eat their packed lunch. Children develop their high levels of independence at the self-service snack time, as they confidently help themselves. The manager and staff have created a challenging and exceedingly stimulating outdoor area, where children are provided with a wealth of excellent learning opportunities that inspire their physical development. For example, they easily learn to balance and complete the obstacle course they have designed.

Outcomes for children are outstanding

Children explore in a rich and stimulating environment. They have excellent opportunities to develop their communication and language skills and continually extend their vocabulary. All children make outstanding progress, including those who receive funding and early years pupil premium. Children are developing excellent skills in readiness for their move on to school.

Setting details

Unique reference number	311343
Local authority	Kirklees
Inspection number	10063999
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	42
Name of registered person	Roberttown Community Centre Pre-School Committee
Registered person unique reference number	RP523268
Date of previous inspection	9 March 2016
Telephone number	07979221091

Roberttown Community Centre Pre-school registered in 1972. The pre-school employs 11 members of childcare staff, of these nine hold appropriate early years qualifications at level 2 or above, including the manager who holds early years professional status. The pre-school opens term time only. Sessions are Monday from 8.30am until 12.30pm and Tuesday to Friday from 8am until 4pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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