

Berry Brow Pre-School Playgroup

Newsome South Methodist Church, Birch Road, Berry Brow, Huddersfield,
West Yorkshire HD4 7LP



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| Inspection date | 8 March 2019 |
| Previous inspection date | 27 September 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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

This provision is good

- The manager, committee and staff have worked together well to effectively address the areas identified for improvement at the last inspection. They accurately evaluate the quality of the pre-school and show determination to achieve even higher standards. The manager values the suggestions that staff, parents and children make and acts upon their views.
- Staff provide a very calm and nurturing environment for children. They use a consistent key-person approach to help support children's social and emotional development extremely well. Children settle quickly in the pre-school and demonstrate how safe they feel. Staff skilfully help them to identify and name their feelings in a very sensitive way.
- Staff support children's mathematical development very well. They encourage children to count, think about what number comes next and sequence the days of the week. Staff also help children to understand speed and direction as they play outdoors. Younger boys display their good understanding of shape and enjoy collecting different circular-shaped objects together.
- Parents are very complimentary about the quality of the pre-school. They describe how staff 'offer them reassurance and are really caring'. Parents are extremely pleased with their children's progress, particularly their speech and language development.
- Children with special educational needs and/or disabilities (SEND) are supported particularly well. Staff work very closely with other professionals to effectively support children's individual learning and developmental needs.
- At times, staff do not consistently use opportunities to fully extend and challenge children's learning to the highest levels.
- Occasionally, staff miss opportunities to help children understand why good nutrition and physical activity are important and help them to develop healthy lifestyles.

What the setting needs to do to improve further

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

- enhance teaching so that staff consistently provide further challenge, to deepen and extend children's learning to the highest level
- increase children's knowledge and understanding of why good nutrition and physical activity are important, to help them develop healthy lifestyles.

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 manager. She checked policies and procedures, staff qualifications and evidence of the suitability of staff and committee members.
- The inspector completed a joint observation with the manager and discussed the pre-school's self-evaluation.
- 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. The manager implements robust induction procedures and ensures that all staff and committee members are suitable. Staff are trained in child protection and know what to do if they have any concerns about a child's welfare. They ensure children's safety is given the highest priority. All staff are trained in paediatric first aid. This helps them to respond to any accidents quickly. Overall, the manager provides training, coaching and supervision to help staff understand their role. Staff work extremely closely with teachers in the local school. They share planning ideas and topics and discuss children's development. This helps to create a shared and consistent approach to children's learning. The manager monitors how well individual and the different groups of children are progressing in their learning.

Quality of teaching, learning and assessment is good

Well-qualified staff regularly observe and accurately assess children's learning. They use this information well to plan activities that capture children's interest. Staff encourage children to dress as story characters and share their favourite books, to celebrate world book day. They read stories using a very good pace and wonderful expression. Children display good literacy skills. They enjoy listening to stories and predict what comes next. Staff introduce new vocabulary and help children to understand that the illustrator is the person who draws and paints the pictures in the books they share. Children show good imagination and memory skills as they describe and recall how they 'collected twigs and made a pretend bonfire'. Staff teach children a wide range of songs and rhymes. This helps them to understand rhythm and the pattern of language. Children display their joy when singing, are highly motivated and enthusiastically practise new songs for concerts.

Personal development, behaviour and welfare are good

Staff provide plenty of uninterrupted time for children to play outdoors in the fresh air. Young children show high levels of energy and good physical skills as they push sit-on cars at speed using both feet. Older girls develop excellent body control and muscle strength as they propel scooters with one foot touching the ground. They show good awareness of space and negotiate obstacles very well. Young children are very independent and display confidence as they pour their own milk from the jug. Staff provide specific praise to help children understand what they have achieved. Children display very good manners when they ask for play materials. Staff give clear expectations and sensitively encourage children to share the dough with each other. Children's behaviour is very good.

Outcomes for children are good

All children make good or better than good progress in their learning, including those with SEND. Older children understand that writing conveys meaning. They display good pencil control and confidently write their name. Boys show high levels of concentration as they paint pictures and confidently talk about what they have painted. Children are motivated and interested in learning. They develop the skills and attitudes needed for school.

Setting details

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| Unique reference number | 311295 |
| Local authority | Kirklees |
| Inspection number | 10081354 |
| 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 | 24 |
| Number of children on roll | 24 |
| Name of registered person | Berry Brow Pre-School Playgroup Committee |
| Registered person unique reference number | RP910511 |
| Date of previous inspection | 27 September 2018 |
| Telephone number | 07935 430100 |

Berry Brow Pre-School Playgroup registered in 1993. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including one who holds early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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