

# Inspection of St Andrew's Pre-School

Huddersfield Road, Halifax, West Yorkshire HX3 0AA

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Inspection date:

24 January 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Staff take the time to get to know children when they first start at the setting. They work closely with parents and gather information about their child's daily routines, likes, dislikes and what they need for comfort. They use this information to plan familiar care routines and toys according to their interests. Children settle in quickly and form strong bonds with their key person. Staff are sensitive, calming and nurturing, which helps children to feel safe and secure in their care. Children's behaviour is good. Staff help them to understand different emotions. For example, they look at pictures in books and talk about the facial expression of characters and how they might be feeling. Children are friendly and kind towards others.

The nominated individual has failed to notify Ofsted of all changes to the committee members, so that the necessary suitability checks can be carried out. That said, the risks to children are minimised because committee members do not have any unsupervised access to children. Furthermore, the manager and nominated individual have taken swift action to address this and started the process to notify Ofsted of changes to the committee. The manager and nominated individual recognise that committee members need further training to help them better understand their roles and responsibilities.

### What does the early years setting do well and what does it need to do better?

- Staff closely monitor children's progress. They observe children during play and assess their learning to help identify any gaps in their development. Staff carefully consider children's interests and what they need to learn next. They provide a warm, welcoming and stimulating learning environment for all children. Overall, children are motivated and eager learners. However, on occasions, staff do not always respond promptly to younger children who are less focused and engaged during free play.
- Children develop good physical and writing skills. They thoroughly enjoy participating in mark-making activities. For example, they use paints to draw arctic animals from pictures in books. Younger children begin to give meaning to the different marks that they make using chalks. Older children confidently recognise their own names. They identify numbers, group items and learn that the total number changes if they take one away. Children develop the skills that they need to succeed in their future learning.
- Children listen intently to staff as they read books. Staff use effective questioning skills and encourage children to recall key events and consider what might happen next. Children use their imaginations and puppets to make up their own stories. They develop good communication, language and literacy skills.
- Children are beginning to understand the world beyond their own experiences.

They learn about arctic animals and their habitats. They experiment, predict and investigate using different materials. For example, children consider the impact different temperatures have on blocks of ice and observe as they melt in the heat.

- Staff encourage children to be independent in meeting their own personal hygiene needs. Children know to wash their hands and help to prepare tables at meal and snack times. They benefit from daily exercise and enjoy the time that they spend playing outdoors in the fresh air with their friends.
- Partnerships with parents and external professionals are effective. The manager continually shares information with parents and seeks their feedback to help identify any areas to improve. She makes strong links with other professionals to ensure that children receive the individual support that they need.
- The manager closely monitors staff performance. She completes regular supervision meetings with staff to identify any training needs. Staff say that they feel well supported and enjoy the coaching and training that they receive. However, the manager and nominated individual have not provided committee members with comprehensive training to help them understand all of their responsibilities.

## Safeguarding

The arrangements for safeguarding are effective.

The nominated individual failed to keep Ofsted up to date with all changes to the committee members, so that they can complete the necessary suitability checks. Nevertheless, the manager has implemented robust vetting arrangements and completed the necessary suitability checks for all staff working with children. The manager and staff complete regular safeguarding training to help keep their knowledge up to date and current. They understand how to recognise the signs of abuse and know what to do if they are concerned about a child's welfare. Staff complete rigorous daily checks to help ensure that the areas of the premises children access are safe and suitable.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
provide Ofsted with information about any changes to committee members, so that all of the necessary suitability checks can be completed	07/02/2020

ensure all committee members have the necessary training to help them fully understand all of their roles and responsibilities.	06/03/2020
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**To further improve the quality of the early years provision, the provider should:**

- support younger children more closely during less structured times of the day to help keep them engaged and focused in purposeful play.

## Setting details

<b>Unique reference number</b>	303819
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10071544
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	St Andrews Preschool Committee
<b>Registered person unique reference number</b>	RP525255
<b>Telephone number</b>	01422 360950
<b>Date of previous inspection</b>	23 October 2015

## Information about this early years setting

St Andrew's Pre-School registered in 1999. It is open Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school employs three members of staff, all of whom hold suitable level 3 childcare qualifications. The pre-school offers funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Dove

## Inspection activities

- The inspector completed a learning walk with the manager and discussed how the curriculum and setting are organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A joint evaluation of an activity was completed with the manager.
- The inspector held discussions and took account of the views of parents, staff, children and committee members.
- The inspector held meetings with the manager and nominated individual at convenient times during the inspection. She reviewed a sample of documentation, including policies, procedures and other records regarding health and safety.

We carried out this inspection 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.

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