

# Inspection of Hoyle Court Pre-School

Hoyle Court Primary School, Fyfe Grove, Baildon, West Yorkshire BD17 6DN

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Inspection date: 5 March 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff and children build positive relationships together in this welcoming and safe pre-school. Children settle quickly and happily into their play. They develop a positive level of well-being and self-esteem. Staff successfully promote children's good behaviour. Children learn to share, take turns and play cooperatively together. Staff have high expectations for children's behaviour. They recognise and praise children's achievements, and support them to gain confidence. Children learn to be respectful to others and use good manners. For instance, they consistently say 'please' and 'thank you'.

Children develop good physical skills and enjoy being active outside in the fresh air. For example, they use the large-play area in the school for exercise and physical play. Children know where to find their favourite toys and make lots of independent decisions about their play and experiences. They play cooperatively when making pretend castles in the sand, and happily pass each other buckets, spades and moulds. Children enjoy investigating and exploring when they play outdoors. They engage well when filling and emptying sieves and pans with stones. Staff follow children's lead when they play and develop their vocabulary, using words such as 'more', 'empty', 'full' and 'less'.

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

- Overall, staff have an understanding of children's individual needs. They assess what children know and can do, and plan what they need to learn next. However, the planning and organisation of group times are not consistently effective in involving and engaging all children in their learning. For example, at times, younger children have to wait too long for a turn and become restless.
- Children are enthusiastic, have a positive attitude to their learning and are developing the skills that they need for their future learning. Older children develop good mathematical knowledge and confidently count, recognise shapes and compare sizes. Staff encourage children to recognise their names and write it on their pictures.
- Children have high levels of independence and do things for themselves. For example, they wash their hands, clear away after snack time and put their coats on before they go out to play. Staff encourage children to make healthy choices about what they eat from their packed lunches. Children enjoy a nutritious snack of fruit and milk each day.
- Staff support children with special educational needs and/or disabilities (SEND) extremely well. They have established effective partnership working with other professionals. Additional funding is used effectively to provide children with the support that they need to make good progress.
- The manager supports staff to manage their workload and maintain their well-

being through supervision sessions. However, staff have not yet accessed professional development opportunities to raise the quality of education to a higher level.

- Staff provide parents with regular information about the activities that their children have taken part in throughout the day. They give verbal feedback at the end of each session and send home 'sharing books' weekly. However, staff do not share precise information with parents about their children's levels of development, to help provide continuity in children's learning.
- The manager generally evaluates the service that the pre-school provides and makes plans for development. However, parents' views and opinions about the pre-school are not gathered to contribute to the self-evaluation process.
- Staff place a high importance on developing children's interest in literacy. They encourage children to choose books for themselves and have daily story times. Children have many opportunities to write and make marks. Younger children develop their fine motor skills during activities. For example, they manipulate dough, paint pictures and make marks on whiteboards as they play.
- Children's communication and language skills are very well promoted. Staff help children to be confident to speak and widen their vocabulary. Children engage in regular singing sessions and learn new rhymes and songs. Sign language is used very effectively by all staff to help develop the communication of children with SEND. Staff make sure that all children learn to use sign language, to help them communicate with each other during their play.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of how to protect children, including who to contact to seek advice or raise concerns. Children are cared for in a safe and secure environment. Staff check the environment on a daily basis to make sure it remains a safe place for children to play in. Children learn how to keep themselves safe. For example, they know not to run indoors, and learn to use hammers and scissors safely.

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

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

- enhance the planning and organisation of group times so that all children are fully involved and engaged in their learning
- extend professional development opportunities for staff to raise the quality of education to a higher level
- gather parents' views about the pre-school to help plan for improvements, and share more detailed information with them about their children's levels of development, to strengthen the partnerships with parents.

## Setting details

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| <b>Unique reference number</b>                     | 301959  |
| <b>Local authority</b>                             | Bradford  |
| <b>Inspection number</b>                           | 10072762  |
| <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 at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 26  |
| <b>Number of children on roll</b>                  | 48  |
| <b>Name of registered person</b>                   | Hoyle Court Pre-School Committee  |
| <b>Registered person unique reference number</b>   | RP909691  |
| <b>Telephone number</b>                            | 01274 584 914   |
| <b>Date of previous inspection</b>                 | 24 May 2016   |

## Information about this early years setting

Hoyle Court Pre-School registered in 1984 and is located in Baildon, West Yorkshire. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens during term time, from Monday to Friday. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. A lunch club is also offered to provide continuous provision for families. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

## Inspection activities

- The inspector took part in a learning walk with the manager to discuss the early years curriculum and how the environment is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector held a meeting with the manager and acting deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery and children's learning records.
- The inspector spoke with the staff and children during the inspection. She also had conversations with the headteacher of the on-site school.
- The inspector spoke to parents and carers during the inspection.

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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