

Inspection of Cowling Pre School & Toddlers Ltd

Cowling Village Hall, Acre Road, Cowling, KEIGHLEY, West Yorkshire BD22 0FN

Inspection date: 11 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children are happy, self-assured and clearly feel safe at the inclusive and welcoming pre-school. They readily approach the friendly staff for cuddles and reassurance when needed. Staff value each child's unique qualities. They gather meaningful information from parents from the start and use this to help children settle quickly and well. Staff have high expectations of children and themselves. They provide plenty of praise and encouragement and are proud of children's achievements. However, there is scope to improve the organisation of adult-led group experiences, particularly for children aged two years. Children's behaviour is very good. Staff are positive role models who show respect and kindness to all. Children demonstrate good manners, saying 'please' and 'thank you', and are caring and helpful towards each other. They play collaboratively with their friends, for example while building with large wooden bricks. Children share resources and take turns to have a go. They show that they understand the boundaries and age-appropriate rules at the pre-school. Children make independent choices in their play, taking the lead with confidence. They are motivated and inquisitive learners who are well prepared for their future learning.

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

- Staff know children well, meet their individual needs and follow their interests, overall. They complete regular observations which feed into their accurate assessments. Systems to strengthen these procedures are newly in place. Nevertheless, there is positive feedback so far, from staff and parents alike. Staff identify any gaps in children's learning. They work with other professionals, such as speech and language services and health visitors, to provide additional support where required. However, on occasions, learning in adult-led activities is less well planned to build on their abilities and maximise all children's achievements.
- Leaders and managers have a clear and ambitious vision for the community-focused pre-school, and this is shared by the whole staff team. Staff are well supported by the active management committee and have a focused development plan to work with. Leaders and managers gather the views of parents, staff and committee members. They also consider children's preferences when deciding on changes. For instance, more outings into the community are being offered, in response to feedback from parents.
- Staff well-being is a priority and they benefit from time to themselves to reflect on their practice and children's progress. The manager provides regular supervision and ongoing support for staff. However, some recently introduced improvements are not fully embedded, reviewed and evaluated. For example, a targeted continuous professional development programme to strengthen teaching skills is in its very early stages.

- Children have daily opportunities for learning outdoors and exercise in the fresh air. They enjoy trips into the surrounding area, including woodland, the park and the library. Children follow good hygiene routines and have healthy snacks and free access to drinking water.
- Staff sit close by children, introducing new words and offering a running commentary to their play. They ask questions, giving children time to think and answer. The development of children's communication and language is of central importance. Staff repeat and extend children's words and short sentences.
- Children relish listening to their favourite stories, especially while having a cuddle with staff. They delight in predicting what will happen next and joining in with familiar songs and rhymes. Staff sit alongside children while they draw and make marks, using a variety of materials. Children practise their early mathematical skills during activities, for example by counting the legs on dough models of animals. They ably complete computer games, including helping frogs to catch bugs.
- Staff are keen to work in close partnership with parents and other settings attended by children. Parents value individual attention for their children and the homely atmosphere. They say staff are always willing to offer advice and they feel very well informed about children's care and development. Managers already have good arrangements in place for children's move on to the local school, and plan to enhance these further.

Safeguarding

The arrangements for safeguarding are effective.

The manager strongly supports staff to demonstrate a secure understanding of their roles and responsibilities in safeguarding. She uses question and answer sessions to reinforce their knowledge of possible signs of abuse and how to report these. All staff complete mandatory training, including paediatric first aid. They help children to take safe risks, for instance when they construct towers no taller than themselves. Children and staff work together to ensure that play spaces are free from trip hazards. They practise emergency evacuations and lockdown procedures. Daily checks of the environment, indoors and outside, are completed to keep the childcare facilities secure and safe.

What does the setting need to do to improve?

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

- embed and evaluate recent improvements, in particular a targeted focus on continuous professional development, to enhance teaching skills further
- review planning for adult-led activities to make the most of opportunities to build on and extend learning, especially for young children.

Setting details

Unique reference number	EY454450
Local authority	North Yorkshire
Inspection number	10075299
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	41
Name of registered person	Cowling Pre-School And Toddlers
Registered person unique reference number	RP532030
Telephone number	01535 635 068
Date of previous inspection	11 March 2016

Information about this early years setting

Cowling Pre School and Toddlers Ltd registered in 2012. It is based in its own permanent space in the village hall in Cowling, near Keighley. The pre-school is open during school term time from 9am to 3pm. It employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The manager showed the inspector around all areas of the premises used for childcare. She explained how the pre-school staff identify children's learning needs and provide appropriate experiences for all ages of children.
- The inspector observed the quality of teaching and assessed the impact of this on children's learning. She completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including the pre-school's development plan and evidence of the suitability and qualifications of staff.
- The inspector spoke to parents and took their views into account.

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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