

Inspection of Collingham Pre-School

The Memorial Hall, Collingham, WETHERBY, West Yorkshire LS22 5AS

Inspection date: 3 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and arrive at the pre-school eager to learn. Staff's interaction with children is warm, caring and nurturing. They are enthusiastic and praise children for their efforts, achievements and positive behaviour. This has a positive impact on children's confidence and self-esteem, and their readiness for learning. Staff recognise the uniqueness of each child. The effective key-person system helps to ensure that children's emotional well-being is supported effectively.

Parents and carers are delighted with the pre-school and express how much their children enjoy attending. They speak highly of the staff and particularly value how much they have helped with the good progress children are making. Staff make good use of opportunities to involve parents and carers, and the regular exchange of information keeps them up to date with what is happening at the pre-school. This is really appreciated as many parents and carers have not been inside the pre-school for some time due to the COVID-19 pandemic.

Children behave well and are confident. They learn to take turns and share the resources. When children want to play with the same toy as their friends and become upset, staff sensitively help them to understand and manage their emotions. Children are supported to identify feelings and look at strategies to help them regulate these. For example, staff talk to children about how they manage their own feelings. Children have formed strong friendships and learn to share, cooperate and resolve conflicts calmly.

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

- There is a clear curriculum to support children's learning and development, including for those with special educational needs and/or disabilities. Children make good progress over time. They participate in their learning with enthusiasm, as staff build on what they already know and can do. For example, when children are exploring the clay, they talk about how it feels 'warm, cold and soft', and describe their actions as 'patting, squeezing and pinching'.
- Staff provide a rich range of opportunities for children to be active and develop their physical skills. Children learn how to balance as they move themselves across logs and climb nets safely. They begin to understand the impact of exercise on the body. For example, children feel their increased heart rate after taking part in a running activity. They learn about the importance of oral health when they talk about foods that are not good for their teeth, such as syrup.
- Staff have high expectations for all aspects of children's achievements. Overall, they plan effectively to help children progress in their learning. Staff speak clearly to children with good expressions and an engaging manner. However, they do not consistently respond to children's different learning needs during

activities. Staff do not ensure that children are as fully challenged and engaged as they could be. For example, at snack time, they miss opportunities to promote interactions.

- Partnerships with parents are well developed. They speak highly of the staff team and value the feedback on their children's development. Parents appreciate the learning ideas and activities that staff provide verbally and through electronic communication, so that they can continue their children's learning at home, especially during the COVID-19 pandemic.
- The manager and staff support children to develop skills in preparation for their move on to school. For instance, they teach children to be independent. Children put on their coats to play outdoors. They wash and dry their hands and select a bowl and cereal before they sit down to have snack.
- The manager leads her staff team well. Staff say that they feel valued and supported in their role by the manager and other colleagues. The manager is hands-on and is a good role model for staff, offering them help and guidance. She regularly completes observations of staff and has meetings to discuss how they can improve their practice.
- The staff are passionate about providing rich and exciting opportunities for children to experience. They place songs, rhymes and stories at the heart of children's learning. Children have weekly visits from a music teacher. They develop strong favourites and confidently request songs. Children love repeating key phrases such as 'squeaks, groans and rattling bones', clapping to the rhyme.

Safeguarding

The arrangements for safeguarding are effective.

The premises, equipment and resources are well maintained, and staff are vigilant in identifying and adapting practice to ensure children's safety and security. Children learn to manage risks as they help to create obstacle courses. They learn about danger and find out how to make the environment safe through fun activities. The manager and staff have a clear understanding and implement procedures to protect children from harm. Furthermore, they know to follow local referral procedures if they have a concern about a child or member of staff. There is a robust training plan in place to ensure safeguarding training is always up to date, including the 'Prevent' duty.

What does the setting need to do to improve?

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

- enhance the quality of staff interactions with the younger children, particularly at snack and group times, to fully engage and support their learning and development to the highest level.

Setting details

Unique reference number	EY551619
Local authority	Leeds
Inspection number	10126955
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Trutch, Amy Helen
Registered person unique reference number	RP551618
Telephone number	07980 552785
Date of previous inspection	Not applicable

Information about this early years setting

Collingham Pre-School registered in 2017 and is situated in Collingham, West Yorkshire. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens during term time only. Sessions are from 9am until 3pm Monday to Thursday and from 9am until midday on Fridays.

Information about this inspection

Inspector

Mandy Haddock

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children both indoors and outdoors, to assess the impact this has on children's learning.
- The inspector looked at a sample of the pre-school's documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector accompanied the staff and children on a walk to a local garden and woodlands.
- The inspector observed and tracked two children's experiences in the pre-school.
- The inspector and the manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector and the manager completed a joint observation of an activity to assess the quality of teaching.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021