

Inspection of Bright Ideas Pre-School Otley

Cross Green Youth & Community Centre, Cross Green, OTLEY, West Yorkshire LS21 1HD

Inspection date: 23 March 2022

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 separate from parents at the pre-school gate with an eagerness to start the day. Staff greet children with a friendly and cheery smile and chat to parents about how their children have been. Children benefit from a curriculum that helps to build their communication and language skills. They engage in conversations with staff as they join poles together to create dens in the outside area. Children begin to use mathematical language as they play. For instance, they measure how high they can make the den and make comparisons between the height of themselves and others. Furthermore, children spend time filling and emptying containers during water play games. They use language such as 'heavy' and 'full' as they learn about volume and weight.

Children use small tools to dig in flowerbeds to look for minibeasts. They talk about the different insects they find and what type of things they might eat. This helps to develop children's awareness of the natural world. Children show imaginative skills. They participate in pretend play games. For instance, children use an electronic till and pretend to go shopping. They serve play food to others and ask staff what they would like to order.

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

- Children develop good hand-eye coordination. They connect wooden track pieces together to create long structures before moving toy trains back and forth. Children spend time attaching Easter themed materials onto small trees during craft activities.
- Staff promote healthy choices during mealtimes. Children are encouraged to serve themselves and pour their own water. They follow good hygiene practices throughout the pre-school session. Children are physically active. They run, skip and jump in the spacious outdoor area. They use balls and participate in racing games. Children learn about different speeds as they roll balls along the ground.
- Parents talk about how their children have settled at the pre-school and show close relationships to staff. They are kept informed about their children's learning and receive regular assessments and photo through a secure, online platform. Parents are invited to share their views and are provided with activity ideas to help continue their children's learning at home.
- Children behave well and engage in play. Staff are caring and nurturing in their approach. However, they do not extend children's experiences of forming secure friendships with their peers. For instance, some children prefer the company of adults and spend less time engaging in larger group activities.
- The provider completes supervision sessions with the highly qualified staff team. She identifies training during observations of practice. The provider and staff share planning, observations and assessments of children's learning to help

identify what children need to learn next. The provider places a strong emphasis on promoting staff's well-being, during regular conversations and meetings with them.

- Children with special educational needs and/or disabilities are supported to develop an awareness of the next stage in their routine. Staff use visual aids and encourage children to recall what happens next. This helps children to prepare well for transition periods.
- Children are equipped with key skills needed for their eventual move to school. They show an interest in story books, songs and rhymes. Children show that they are motivated to learn. However, staff do not sharpen their teaching to differentiate teaching for the most-able children and to help focus their learning.
- The provider and staff complete regular risk assessments to ensure that the safety of the premises is maintained. This means that no unauthorised persons can enter the setting. Staff complete observational checks on the premises, before and after children arrive at the setting. Toys and resources are routinely checked to help ensure that there are no broken parts. This helps to promote children's safety.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff demonstrate a clear understanding of safeguarding practices and policies. They work closely with external professionals and know the procedures to follow in the event of a concern about the welfare of a child. The provider understands her responsibility to report any allegations against staff and promotes the safe use of mobile phones and cameras within the setting. She ensures all staff receive regular training and are aware of their roles and responsibilities, including raising concerns about the practice of others. This helps to keep children safe from harm. Staff are aware of the possible indicators that children and families may be being exposed to extreme views and behaviours.

What does the setting need to do to improve?

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

- build on children's experiences of forming secure friendships with their peers and extend collaborative play
- sharpen teaching to help provide further challenge for the most-able children and to help focus their learning.

Setting details

Unique reference number	EY448105
Local authority	Leeds
Inspection number	10229617
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	21
Number of children on roll	33
Name of registered person	Hayton, Lisa Jo-Anne
Registered person unique reference number	RP909745
Telephone number	07563835293
Date of previous inspection	5 December 2016

Information about this early years setting

Bright Ideas Pre-School Otley registered in 2012. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one at level 6. The setting opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

Information about this inspection

Inspector

Emma Allison

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 provider completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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