

Inspection of Shibden Head Pre-School Inc Kids Club

School House, Hainsworth Moor Grove, Queensbury, Bradford, Yorkshire BD13 2ND

Inspection date: 10 June 2022

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 form positive and caring relationships with the kind and friendly staff. They are warmly greeted as they arrive at the pre-school. It is clear that staff care about the children. Children are given the reassurance and support that they need. They are willing to have a go at new challenges. For example, a child is gently encouraged to walk across a balance beam, holding a member of staff's hand. The member of staff sensitively removes this support so that the child can complete this task independently and repeat it many times. The child is delighted with their achievement.

Children are learning to be independent and make their own choices. Indoor and outdoor spaces are set up to allow children to access a wide variety of resources and activities. Children show curiosity and enjoyment in the tasks that they choose. Staff support children with special educational needs and/or disabilities (SEND) well. They are fully included in the learning opportunities on offer.

Children are beginning to manage their own feelings and behaviours. They play nicely together and build relationships with others. Staff help children to work collaboratively. For example, a member of staff shows a group of children how to kick a ball backwards and forwards to each other. Children are then praised when they help others join in with the game.

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

- Children's individual care needs are well met by the staff. Children of all ages make their needs known. They seek help, comfort and reassurance from staff when needed. Staff support families with children's toilet training and dietary needs. They are alert to the particular needs of those children with medical conditions and allergies. Hygiene practices are in place and explained to the children. Children know when it is time to wash their hands or if they need a tissue to wipe their nose.
- Staff plan and provide activities based upon children's interests. Staff can talk about children's individual needs and how these are being supported. However, on some occasions, the deployment of staff does not fully support children's learning. For example, before mealtimes, staff need to clean up. This results in lapses in purposeful interaction and engagement. At these times, children sit together as one group, which does not always meet the needs of all age groups.
- Children choose whether to play indoors or outdoors. They have a wide range of opportunities to be physically active in their play and develop a good range of physical skills. Children show high levels of confidence when using large outdoor equipment. They enjoy the challenge of climbing, balancing and jumping. They share the wheeled toys and freely explore the outdoor garden together.

- Staff promote healthy eating. They help children to develop an understanding of this. During a cooking activity, children are excited to choose their own healthy pizza toppings. Staff encourage children to try some of the new foods on offer. Children independently use knives and cheese graters to add their own toppings.
- Parents are supportive of the pre-school and speak highly of the care that their children receive. They share examples of how their children have made progress. Parents talk about how online systems enable them to see information about their children's development. Parents of children with SEND have regular meetings with staff. They say that the pre-school has been instrumental in putting things in place for their children.
- Leaders hold regular supervision meetings with staff. Staff feel well supported in their roles. They access training online and as part of staff meetings. However, training is not always focused on what staff need to develop next and on children's learning needs, to further extend children's progress.
- Staff support children with SEND effectively. They liaise with external professionals, to share ideas and strategies, to help children make good progress. They put systems in place so that non-verbal children can communicate their needs. Leaders offer a wealth of information and support for parents, where required.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of her role and responsibilities in safeguarding children. Staff receive regular safeguarding training to ensure that their knowledge is kept up to date. They know the signs that may indicate that a child is at risk from harm. They understand safeguarding issues, such as female genital mutilation and county lines. Staff know how to report these concerns and are confident in the process to follow should their concerns be about a colleague. Risk assessments are in place to ensure that the pre-school is a safe place for children.

What does the setting need to do to improve?

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

- review the deployment of staff to ensure that their interactions and engagement with children are purposeful and fully support children's learning at all times
- improve the impact of staff training by ensuring it is more sharply focussed on children's learning and development needs.

Setting details

Unique reference number	2504002
Local authority	Bradford
Inspection number	10191607
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	53
Number of children on roll	39
Name of registered person	Shibden Head Preschool (inc Kids Club) 2018 Limited
Registered person unique reference number	2504000
Telephone number	01274884500
Date of previous inspection	Not applicable

Information about this early years setting

Shibden Head Pre-School Inc Kids Club registered in December 2018. It is situated in Queensbury, Bradford, West Yorkshire. The pre-school employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications. The pre-school operates Monday to Friday, from 9am to 3pm. The wraparound care operates from 7.30am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Gordon

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 her evaluation.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the provider and manager.

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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