

# Inspection of Rowley Lane Pre-school

The Cabin, behind Rowley Lane J I & N School, Rowley Lane, Lepton, Huddersfield  
HD8 0JD

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Inspection date: 5 July 2022

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|--|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The atmosphere buzzes with excitement and everywhere you look in this pre-school, children are immersed in deep learning. Children show phenomenal levels of self-confidence and independence. They cannot contain their excitement as they arrive and leave parents with great ease. Children share very warm relationships with staff, who actively engage with them as joyful play partners. Staff are outstanding role models and provide children with clear behaviour expectations. Children's behaviour is exemplary. They show exceptional attitudes towards their learning. Throughout the day, children have inspirational opportunities to access the superbly resourced outdoor area. For example, they are extremely enthusiastic to climb the trees and hunt for the centipedes in the beautiful forest area, and climb confidently up the wooden rock-climbing resource.

Children take part in activities that are highly stimulating and exciting. They experiment with mixing paints, talking about what they think will happen to the colour and why. Staff introduce words, such as 'rainbow' and 'colourful'. Children are heard confidently using the same words later in their play, recalling their learning and using this new vocabulary in context. They demonstrate an impeccable sense of belonging and feel exceptionally comfortable in their surroundings. They form extraordinarily strong bonds with the adults that care for them. This helps them to have the confidence and desire to explore their environment independently. Children move very confidently between play areas and make their own play choices from the interesting variety of experiences on offer.

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

- Children with special educational needs/and or disabilities (SEND) receive extremely high levels of support to help them to reach their full potential. This means that children with SEND are extremely well included, feel safe, and make significant progress in their learning and development. For example, staff skilfully engage children in activities that build on their interests and follow their individual learning styles. They give exceptional support to families and carers. The manager uses additional funding to target specific areas of development for children and reduce any differences in their learning.
- Leaders are relentless in their pursuit for excellence. They use their expert knowledge to ensure that each child has access to the highest level of care and learning. Staff attend regular training and have recently updated their skills to understand and improve how they meet children's sensory needs. Staff provide children with continuous opportunities for sensory exploration. This helps children to become calmer and more engaged with learning. The manager places a very strong emphasis on enhancing staff skills and knowledge to

support children to achieve the best possible outcomes. Staff are motivated and enthusiastic in their quest to constantly improve.

- Children's move to school is seamless. Managers and staff work incredibly hard to build excellent relationships with the local schools. For example, teachers visit the setting to meet children on numerous occasions. The manager also organises for children to visit the school, in order for them to become familiar with the environment and different routines. This helps to support the emotional well-being of children exceptionally well.
- There is an outstanding partnership with parents. Parents describe the nursery as 'amazing' and that they have never felt as confident leaving their child anywhere else. Parents receive support in every aspect of their child's care. Staff help them to complete paperwork for additional funding and provide support for the whole family unit. Parents report how exceptionally well informed they are about their children's learning and provide very positive comments about their children's experiences at the setting. They say that staff are approachable and always have time for them. Parents are always welcome in the setting. For example, there are regular open days and parents receive reports throughout the year.
- High-quality care is consistent throughout the setting. Staff who work with babies are very responsive to their individual needs. They offer warm, positive interaction and smiles. Babies are very settled and extremely sociable with visitors. Babies benefit from nurturing relationships and secure attachments from the start.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are very clear that the safety of children is paramount. Staff receive thorough training and support to ensure they understand child protection procedures. The open communication between staff and all levels of management promotes information-sharing as staff feel listened to and respected and work extremely well together. The management team has a rigorous recruitment process that helps to ensure that all staff are suitable to work with the children. Ongoing suitability is monitored through regular supervision meetings, helping to ensure that they remain highly effective in their roles. Risk assessments and behaviour management plans are in place and are implemented throughout the sessions to ensure the safety of all children.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY477962  |
| <b>Local authority</b>                             | Kirklees  |
| <b>Inspection number</b>                           | 10225904  |
| <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> | 0 to 5  |
| <b>Total number of places</b>                      | 26  |
| <b>Number of children on roll</b>                  | 85  |
| <b>Name of registered person</b>                   | Rowley Lane Pre-School  |
| <b>Registered person unique reference number</b>   | RP905597  |
| <b>Telephone number</b>                            | 01484 606971  |
| <b>Date of previous inspection</b>                 | 30 September 2016   |

## Information about this early years setting

Rowley Lane Pre-school registered in 2014. The pre-school employs 13 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3 or above, with two members of staff in training. The manager holds qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 7.30am until 6pm during term time and 8am to 4.30pm Monday to Friday for the holiday club. The pre-school provides early years pupil premium and funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane O'Callaghan

## 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 quality of teaching during activities indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector completed a joint observation with the manager and a member of staff.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff qualifications, first-aid certificates and their Disclosure and Barring Service checks.
- The inspector spoke to parents during the inspection and took account of their written views.
- The inspector spoke to staff and children throughout the inspection.
- The inspector completed a walking tour of all the areas of the setting.

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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