

Inspection of Batley Road Pre-School

Phoenix Youth Club, Batley Road, Alverthorpe, Wakefield, West Yorkshire WF2 0AE

Inspection date: 30 September 2022

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| 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, safe and content at this friendly pre-school. They benefit from the strong bonds that they have formed with staff. The daily routine is adapted to meet children's individual needs. For example, staff help children to develop their listening and communication skills. Staff sing songs at a pace slower than usual. This enables children to hear the words and lines of songs more effectively. Children are keen learners who lead their own play. They engage in activities supported by enthusiastic staff. Staff come up with novel ways to help children learn. For instance, children stick their writing on the cupboard using adhesive tack. They count how long they need to press the tack, to make sure their paper stays on the cupboard.

Children are keen to take part in sessions that support physical development. For example, they eagerly join staff in a daily movement activity. Children march, run and play pretend drums, as they move to different types of music. Staff have high expectations for all children. They behave well and show care and consideration to others. Children consistently use manners and help each other. For instance, when children cannot reach the paper towels to dry their hands, other children automatically help.

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

- The key-person approach is well established. Staff have built positive relationships with parents. Parents are invited to stay for full sessions with their children to help them settle. Staff share information on children's daily experiences and provide regular updates on children's learning and development. Parents state that the most important thing for them is that the staff really care about their children.
- Children have fun as they take part in imaginative play. Staff build on children's existing knowledge and life experiences. Children make an ice-cream parlour. They talk about making ice creams in flavours in 'all colours of the rainbow'. Children have opportunities to use real tools and equipment. They use small hammers and saws, and learn the difference between nails and screws. This helps children to learn about life skills and occupations in the wider world.
- Independence is supported. Children wash their hands by themselves after using the toilet and before snack time. They pour their own drinks and are encouraged to put on their coats. Children actively help to tidy away the toys and equipment before story time. This helps children to understand the routine of the day and gives them a sense of pride in their environment.
- Healthy lifestyles are promoted. Children enjoy nutritious and healthy snacks. They learn how to take care of their teeth and bodies. Staff support children to be physically active, both inside and outdoors. Children are encouraged to talk

about their feelings and to understand that all emotions are normal. These activities help to support children's physical and emotional well-being.

- Staff help children to learn where food comes from. Children enjoy growing vegetables and herbs. They plant potatoes, and water and harvest them. Staff cook the potatoes and children enjoy eating them at snack time. Children talk about the different herbs in the pots. They pick the herbs and rub them between their fingers to release the smell. Children and staff talk about the different smells and how the herbs are used in cooking.
- In general, interactions between staff and children are good. However, occasionally, staff placement needs to be organised better. For example, as staff remain at activities that they are leading, they are unaware of children who are not accessing adult-led activities. This means that some children are at risk of limited, quality adult interactions during the session.
- Staff use appropriate questioning techniques to support children's learning. They know children well and build on what children know and can do. For example, staff and children discuss various parts of clocks and where clocks can be found at home. Staff talk about the hands on a clock and how digital clocks can be found on microwaves. However, this is not consistent. Occasionally, children are not given enough time to think and respond for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms of possible abuse and what to do if they are worried about a child's welfare. They understand how to report their concerns about children or a member of staff. There are risk assessments in place and staff support children in learning how to take controlled risks in the environment. For example, children know not to run on the decking when it is wet. All staff hold paediatric first-aid certificates. This enables them to respond appropriately to any accidents or incidents at the pre-school.

What does the setting need to do to improve?

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

- make more effective use of staff, at all times, to ensure all children have daily quality adult interactions
- ensure children are given time to respond to questions and to think for themselves, to extend their critical thinking skills.

Setting details

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| Unique reference number | 322045 |
| Local authority | Wakefield |
| Inspection number | 10229440 |
| 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 3 |
| Total number of places | 25 |
| Number of children on roll | 36 |
| Name of registered person | Batley Road Playgroup Committee |
| Registered person unique reference number | RP518759 |
| Telephone number | 01924 372108 |
| Date of previous inspection | 10 January 2017 |

Information about this early years setting

Batley Road Pre-School registered in 1978 and is based in Alverthorpe, Wakefield. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 11.30am, and from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to children, staff and parents 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 observed the interactions between staff and children.
- The inspector and the manager completed a joint observation of a planned activity.

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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