

# Inspection of Netherthong Pre-School & Out Of School Club

School Street, Holmfirth HD9 3EB

---

Inspection date: 12 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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

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

### **The provision is good**

Children enter the setting confident, eager and ready to learn. They have high levels of independence and quickly settle into the familiar routines. The curriculum is ambitious and challenging for children. Staff know the children well and have a good grasp of how best to support them and build on their knowledge and skills. Staff recognise the importance of allowing children time to practise and hone their skills and apply their learning in different ways. This helps to ensure knowledge is embedded and allows children to grow in confidence.

Staff listen well to the children and take account of what interests them. Children enjoy learning about what changes occur as we move into autumn. They delight in exploring their environment and observing as the leaves change in colour and fall from the trees. They learn new words and their meaning, such as 'nocturnal' when learning more about hedgehogs. They use language well for description as they refer to the fallen leaves as 'scrunchy' and 'crunchy' in texture.

Children develop an early appreciation and love of books. Group story times capture the children's interest, and they show good recall at the end of stories. They recall that the character in the book used a 'sander' and a 'jack' and recount the actions and repeated phases from the story.

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

- The curriculum is well planned and sequenced. Staff ensure key skills of focus are brought into learning experiences, as identified in children's individual learning plans.
- Staff engage in lots of dialogue with children, and this helps to promote their communication and language. Staff are skilled in giving children time to process their thoughts and respond to questions, unhurried and in their own time.
- Staff support children to gain an understanding of other's feelings and to learn how their behaviour impacts on others. Staff help children to work through any disputes and come up with resolutions, which helps them to problem solve. For example, children work together to make a larger circular track to fit all their trains so that no one is left out. They learn about responsibility as they help to clear up after themselves and complete self-care tasks. This all helps prepare them for their transitions to school.
- Children's physical skills are developing well. Staff provide opportunities for children to balance and climb, and wheeled toys are made available for children's differing abilities. Children skilfully manoeuvre scooters and balance bikes down the slope and steer between cones. They take account of the space and others around them. They learn new skills as they peel and chop different fruits at snack times.

- There are lots of opportunities for children to count, and staff are mindful of keeping the numbers small to ensure children have a secure knowledge before progressing to larger numbers. Children enjoy playing 'What's the time, Mr Wolf?' However, staff are not always attentive to ensuring that the children are consistently walking the corresponding number of steps, and, on occasion, this learning element becomes lost.
- Children with special educational needs and/or disabilities are very well supported. Gaps in learning are quickly identified and discussed with parents. Staff are proactive in getting professionals onboard to ensure children and families get the support they need. Funding is used to good effect to purchase specific resources that best support the children's individual learning needs.
- Partnerships with parents are effective and they are kept well informed about their children's progress and next steps in learning. Staff involve parents in their children's learning and organise family events, such as the recent welly walk. However, partnerships with other settings children attend are less effective, resulting in the setting not having a full picture of the children's learning journey.
- Staff have regular supervisions and appraisal meetings, and the staff and leadership team work well together. The manager has only been in post a short time but already has ambitious plans for the setting. She has a good grasp of what they do well and has identified areas of the provision she wants to improve. Evaluations of teaching practice identify the strengths but are not always effective in identifying areas for improvement to further build on the high-quality provision and ensure a consistent approach.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and ensure any risks to children are minimised effectively. Staff deployment is effective, and regular headcounts ensure all children are accounted for when transitioning between indoors and outdoors. Children learn how to keep themselves safe and remind one another of safe practices. Staff understand their safeguarding responsibilities and how to recognise that a child may be at risk of harm. They understand local procedures for reporting any concerns and of the importance of making timely referrals to safeguard children. Clear and effective arrangements for recruitment and vetting of staff ensure those employed are suitable to work with children.

## What does the setting need to do to improve?

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

- continue to develop the evaluations of teaching practice to consistently identify areas for improvement, further building on the high-quality provision provided

- ensure a consistent approach to partnership working with other settings children attend in order to gain a full picture of the child's learning journey and all-round development.

## Setting details

<b>Unique reference number</b>	EY554146
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10245325
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Netherthong Pre-School and Out Of School Club CIO
<b>Registered person unique reference number</b>	RP554145
<b>Telephone number</b>	01484 680857
<b>Date of previous inspection</b>	18 May 2022

## Information about this early years setting

Netherthong Pre-School & Out Of School Club registered in 2017 and is situated in Holmfirth. The setting employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 6. The setting is open during term time, for five days per week and three days per week in the school holidays. The setting closes for four weeks per year. Sessions are from 8am until 5pm. This includes out-of-school care from 8am to 9am and 3.30pm to 5pm. The nursery provides funded early education sessions for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Annette Stanger

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022