

Inspection of Thornhill Community Pre-School

Thornhill Sure Start Childrens Centre, Edge Lane, DEWSBURY, West Yorkshire
WF12 0QT

Inspection date: 18 November 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 settle quickly and are engaged and happy in their play. They enjoy well-thought-out activities that develop their language and mathematical skills. Staff place children at the centre of everything they do and work hard to ensure children achieve their next steps. Staff have high expectations of children's behaviour and of the rules and routines. Staff provide many opportunities for children to develop their independence skills. For example, children put on their own coat, wash their hands and clean the table before snack.

The staff offer a language-rich environment, developing skills through story times, singing and rhyme sessions. Strong relationships between staff and children support a nurturing environment in which children make good progress from their individual starting points.

Opportunities are given to children to develop their personal, social and emotional skills. Children wait patiently to make their own 'Gruffalo crumble'. They patiently take it in turns to add their 'pretend' ingredients, mix it up and eventually eat it. Children learn life skills and build on their knowledge and understanding of the world around them. They relish spending time in the outdoor area, planting and growing seeds. When ready, children pick the fruit and vegetables to make soups and smoothies. Parents have opportunities to come in and try the food children have made.

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

- The quality of education is good. All staff know the curriculum intent, how to apply it and the impact it has for all children in the setting. There is a clear focus on mathematical and language development, which is visible throughout the setting. Children are encouraged to use mathematical vocabulary, such as 'more' 'less' 'on top' and 'under', while they play and explore outdoors. This allows children to hear the new vocabulary in context so they can use it again.
- Children are provided with opportunities to explore their senses and experience new resources and activities. For example, young children explore the texture, taste and smell of porridge oats. Children are enthralled as staff add more water to change the sensory experience. Children independently add more water and become immersed in the experience. Children are consistently motivated to try new things and are excited to join in with the stimulating activities provided.
- Staff support children's development well. They have a sound knowledge of individual children's starting points and can explain what children need to learn next. This consistent approach allows children to move on in their learning and acquire new skills.
- Staff and leaders support children with special educational needs and/or

disabilities effectively, and parents are positive about the support their children receive. Parents also speak positively about the support their child receives during the holidays. For example, staff provide resources to support children's learning at home.

- At snack time, children have healthy snacks and are encouraged to talk about the texture of fruits. For example, children discuss what a pineapple smells like, looks like and where it is grown. This allows pre-school children to develop their exploration skills and learn more about the world. However, staff could do more to develop children's understanding of which foods are healthy and unhealthy, such as when they are eating their packed lunches and during group activities.
- Pre-school children enjoy developing their fine motor and creative skills in the play dough. They pretend to make pizzas, rolling and cutting out the 'dough' ready for the oven.
- Songs are used throughout the sessions to encourage early language development and to improve children's own personal care at the same time. For example, children join in with the 'washing hands song'.
- Children are beginning to learn about a wide range of cultures and religions. They recently explored the 'Kindness Festival' in conjunction with 'Anti-Bullying Week', supporting their understanding of how they can be kind and accepting towards others. This helps to support children with their social and emotional development and relationships with others.
- Leadership is a key strength, and the pre-school is well managed. Staff talk about everyone wanting the 'best for every child'. Staff have opportunities to further their professional development through peer-on-peer observations, external courses and in-house training. Supervision sessions are effective and support staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and indicators of abuse and are confident to talk about how they would report any concerns. Staff have knowledge of the 'Prevent' duty and can explain the correct procedures to follow if they had concerns about radicalisation. All staff have an up-to-date knowledge about who the designated safeguarding lead (DSL) is and know what actions to take if they did not think the DSL had followed safeguarding procedures. All staff have up-to-date safeguarding training, and children are kept safe from harm.

What does the setting need to do to improve?

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

- consider ways to further promote healthy eating, and build on children's knowledge of healthy and unhealthy foods.

Setting details

Unique reference number	EY465252
Local authority	Kirklees
Inspection number	10236228
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	0 to 5
Total number of places	42
Number of children on roll	70
Name of registered person	Thornhill Community Pre-School
Registered person unique reference number	RP907114
Telephone number	01924437342
Date of previous inspection	15 March 2017

Information about this early years setting

Thornhill Community Pre-School registered in 2012. The pre-school employs 10 members of staff, 9 of whom hold appropriate childcare qualifications from level 2 to level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 4pm. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jen Lyons

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 held discussions with all staff throughout the day about professional development, safeguarding and the children.
- The inspector selected children and tracked their experiences, focusing on their starting points and their next steps.
- The inspector spent time observing staff and children in the pre-school.
- The inspector held safeguarding discussions with a selection of staff, including the DSL.
- The inspector checked relevant staff certificates and training.
- The inspector led the feedback discussion with the manager and the deputy 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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