

Inspection of Thorner Pre-School & Toddler Group

Thorner C of E Primary School, Kirkhills, Thorner, LEEDS LS14 3JD

Inspection date: 31 January 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff are welcoming, friendly and professional. Children are happy and show that they have formed good bonds with staff. Before starting, children attend several settling-in sessions with their parents. This ensures that they settle quickly and supports them to feel safe and secure.

Staff plan a range of activities that are based on children's interests and current events. This includes activities that are specific to the weather. For example, children have a range of resources, such as streamers, to begin to understand the effect of strong winds. Staff and children become deeply immersed in the environment. They work together to build a model out of small pipes. They look at an instruction manual together and search for the pieces. They test a variety of ideas, such as whether they are able to fit a marble through the pipe. They discuss what might happen if they poured water through the pipes. This helps to effectively develop children's thinking and problem-solving skills.

Children behave well and have respect for each other and the resources. They tidy away when they have finished with something. They work together to carry heavy boxes inside to put them away. Children make good progress and are ready for their next stage of learning, such as attending school.

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

- Stories are carefully weaved throughout activities. Staff enthusiastically read stories to engage children. As they read, they leave blanks in the story to allow children to remember what happens next. Children excitedly recall the story. This supports children's early literacy skills and helps them to develop a love of reading at a young age.
- There is ample opportunity for children to develop their physical skills. The garden has been carefully designed to allow children to negotiate the space. Children are able to take risks, and challenge themselves on the climbing wall. There are spaces for children to move around more freely within the school playground. Their familiarity with this area also supports a smooth transition to school.
- The manager uses additional funding effectively to support children further. For example, they have purchased a range of resources to support children's social skills and develop areas such as the home corner. This ensures that all children make good progress and helps to minimise gaps in learning.
- Staff complete 'play plans', which they use to track children's development and plan activities. These plans are shared with parents, along with ideas of what parents can do at home to extend children's learning further. Staff gather information from parents when children first start attending the setting, such as

children's likes and dislikes. This helps children to settle quickly. However, staff do not consistently gather enough detailed information about what children already know and can do when they start to enable them to build on children's prior knowledge and learning from the start.

- Parents are happy with the care and education that their children receive. Information is shared with parents through a private social media account and verbally at the end of each session. Parents feel that they can talk openly with staff and have good relationships with them. Parents are invited to regular coffee mornings in the setting, ensuring that parent partnerships are strong.
- Staff ensure that children's voices are heard. There is a children's committee, which meets every half term. This committee informs the following term's planning and activities. Children complete questionnaires alongside their parents, which ensures that children feel valued and listened to. They comment on what they enjoy, and provide staff with ideas of how they can change the provision. For example, children enjoy receiving tasks to complete at home.
- The manager is very passionate about her role and has clear oversight of the setting. She is aware of pressures on staff and is highly self-reflective. Staff have some access to training and opportunities for professional development. However, these are not sufficiently focused to develop staff's teaching to the highest level.
- Children's communication and language skills are well supported. Staff communicate with children at their eye level, where appropriate, to engage in meaningful conversation. Children are taken on a hunt around the garden to find 'treasures', and they spend time discussing what they have found.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular risk assessments, which ensure that children are kept safe while inside and outside. Staff have a good understanding of signs and symptoms that may suggest that a child is at risk of harm or abuse. The manager and deputy manager are aware of the referral process and what they would do if concerns were raised. The staff and manager attend regular training to ensure that their knowledge remains up to date. The manager ensures that this training has been understood by completing quizzes with the staff. Staff understand what they would do if they had a concern regarding one of their colleagues.

What does the setting need to do to improve?

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

- gather more-detailed information regarding children's development when children start

- strengthen training and professional development opportunities for staff, focusing more closely on the quality of their teaching.

Setting details

Unique reference number	EY372694
Local authority	Leeds
Inspection number	10264678
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	Thorner Preschool & Toddler Group Committee
Registered person unique reference number	RP528029
Telephone number	01132 892 541
Date of previous inspection	22 June 2017

Information about this early years setting

Thorner Pre-School & Toddler Group registered in 1999 and is situated in the grounds of Thorner Church of England Primary School. The setting employs four members of childcare staff, and all hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time. Sessions are from 9am to 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Whiting

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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, and carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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