

Inspection of Holmbridge Pre-School

Holme Band Room, Woodhead Road, Holmbridge, Huddersfield, West Yorkshire
HD9 2SA

Inspection date: 15 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe, secure and well cared for in this setting. Children choose what to play with and develop good language and communication. Interactions between staff and children are affectionate and noise levels are low, so that children can be heard and can concentrate. Staff intuitively adapt activities to meet the needs of individual children. For instance, when children play a shopping game, staff are engaged and support children to make choices and decisions. Interactions between staff and children promote children's understanding and vocabulary.

Children are confident. They explain what they are doing and narrate their play. Children count the horns on a model triceratops, recognise differences and make comparisons. Children return to their play to further extend their understanding. Staff read stories with enthusiasm and children listen attentively. Children are engaged and eager to share their ideas. They ask questions and recognise inequalities. Staff give children praise for specific skills and give them clear instructions. Children have a clear routine and know what is expected of them.

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

- The curriculum intent focuses on the social and emotional development of all children. The manager recognises that when children are comfortable, safe and confident they learn well. She has undertaken training and is accessing support from other professionals to develop this focus.
- Partnership with parents are good. Staff share information in daily conversations and through an online app. Parents speak highly of the setting. They feel supported by staff and say that their children are safe and well cared for. Parents value the frequent communication. They say that they feel involved and that the setting is part of their community.
- The manager holds termly supervision meetings with staff and supplements these with weekly catch-up meetings. Staff say that they feel supported and valued.
- The manager and deputy manager work alongside staff. They know children and families well. However, managers do not consistently evaluate staff's interests, specialisms and needs to inform a programme of continuous professional development.
- Staff have developed good relationships with other professionals and organisations. This helps them to support all children. Staff are proactive in finding out more about children, families and their needs.
- Staff keep thorough records of medications to be administered. They share information and set an alarm to remind them. Staff work together and are vigilant about children's safety. They share information and tasks throughout the day, such as answering the doorbell and monitoring the toilets.

- Staff have developed close connections with local schools. This supports children's transitions on to school and connections within the community. The manager says the setting is run by the community for the community.
- Staff organise the outside area well, so that children have a range of experiences. Children practise riding bicycles and explore the properties of ice. Staff support children to practise their physical skills, such as balancing and jumping.
- Staff promote children's healthy lifestyles. Children recently had a visit from an organisation that showed them how to brush their teeth well. They play outside daily and share healthy meals and snacks that include fruit and vegetables. Children wash their hands before eating and sit together at the table while staff serve lunch and offer vegetables. However, the transition to lunch takes time and some children begin to feel restless as they wait.
- The manager recognises the importance of promoting diversity and inclusion in all areas. She has recently attended training and has purchased resources to support this development. The manager recognises that this is an area to further extend children's understanding.
- Staff notice when children's energy changes and suggest going outside to get more physical exercise. Children help to put things away. They begin to put on their hats and coats and line up at the door. However, staff sometimes do not encourage children's independence further. For example, they fasten up coats for children, without offering them opportunities to practise doing this for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the types of abuse and recognise the possible indicators of abuse. They know who to contact should they have a concern about an adult or a child and how to make a referral. The setting has a safeguarding policy and relevant contact information is displayed. Staff implement a secure routine for entering and leaving the building. They maintain accurate attendance registers and record accidents. Staff care sensitively for all children's personal needs and share information appropriately to keep children safe.

What does the setting need to do to improve?

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

- evaluate the needs of staff and implement a programme of continuous professional development to support and extend their individual practice
- organise transition times more effectively to reduce children's waiting times
- continue to promote a culture of diversity and inclusion, so that children can learn about diversity outside their community

- offer children even more opportunities to develop their independence.

Setting details

Unique reference number	311306
Local authority	Kirklees
Inspection number	10279952
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	24
Number of children on roll	22
Name of registered person	Holmbridge Pre-School Committee
Registered person unique reference number	RP523683
Telephone number	01484 690561
Date of previous inspection	11 September 2017

Information about this early years setting

Holmbridge Pre-School registered in 1992 and employs eight members of staff. Of these, two hold appropriate early years qualifications at level 3 and two hold qualified teacher status. The setting opens Monday to Friday, from 7.30am until 6pm, during term time. It operates a holiday club during Easter and two weeks in the summer holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 showed the inspector around the setting and explained how the early years provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager and staff.
- The manager showed the inspector relevant documentation about the suitability of staff.
- The inspector observed play and interactions between children and adults.
- The inspector took account of the views of parents through discussions and written feedback provided.

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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