

Inspection of Oakenshaw Pre-School Playgroup

St. Andrews Church Hall, Bradford Road, Oakenshaw, Bradford, West Yorkshire
BD12 7EN

Inspection date: 25 April 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 arrive at this welcoming pre-school excited for the day ahead. They remove their coats and shoes and put on their slippers independently. They know the routines of the pre-school well. For example, when entering the classroom, children eagerly find and post their name tickets at the self-register station. Staff support children to choose what to play with from the range of stimulating resources and activities provided. Children, including children who have just started attending the pre-school, settle in very quickly. This means children feel happy, safe and secure in this pre-school.

The manager and staff team have high expectations of all children who attend. Children are well behaved, enthusiastic and motivated to learn. Staff value the children's interests and ideas and reflect these in the activities they plan. For example, children have recently shown a keen interest in dinosaurs. Staff planned a range of activities that helped deepen the children's knowledge of the Jurassic period. Alongside these planned activities, key people also plan specific learning for their key children. These plans are unique to the child. They carefully build on what the children already know and can do. This means all children, including those with special educational needs and/or disabilities (SEND), are making good progress at the setting.

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

- The manager is ambitious and dedicated. She carries out regular supervision with staff to identify strengths and weaknesses in practice. Staff access many professional development opportunities, which raise the quality of teaching at the setting. This work helps to ensure children receive a high-quality education at the pre-school.
- Children enjoy playing in the large garden area. They are encouraged to be physical and expend their energy in the fresh air. For example, children are supported to construct an obstacle course with a range of equipment. Children demonstrate persistence and a can-do attitude as they work out their designs. Children keep trying and encourage one another to 'have a go'. Children are developing their large muscles and high levels of confidence and self-esteem.
- Overall, children happily participate in the routines of the day. However, at times, the routines are too frequent and interrupt children's learning and play. For example, children are very engaged in a range of adult-supported and self-directed play activities. They are interrupted to come together for a story. This is then followed by snack and then getting ready to play outside. These regular interruptions mean that children are unable to fully develop their ideas or maximise their learning.
- Children are currently learning about how their bodies work. Staff use the

opportunity to introduce the children to new vocabulary. They talk to the children about how their heart rates will increase during exercise. The children respond by telling the staff that their hearts will slow down if they rest. They extend this by introducing additional words to the discussion, such as 'skeleton', 'bones' and 'muscles'. Children repeat these words in their play as they role play as doctors in the 'pre-school hospital'.

- Mathematics is weaved throughout the pre-school day. For example, children enjoy counting one another at carpet time. They identify the shapes of their pieces of fruit during snack. Staff discuss whose dough is 'heavier' and 'lighter', who has 'more' and who has 'less'. These activities are helping children develop a good understanding of number, quantity and size.
- Parents are very happy with the pre-school. They speak highly of the professional team. They report how well they care for and educate their children. Parents feel very informed about what the children are learning. They enjoy regular parent consultation meetings with their child's key person. They also appreciate how well the staff support the children's learning at home. For example, families have recently enjoyed sharing photos of their home learning about dinosaurs with the pre-school team.
- Children with SEND are supported well. The manager knows which professionals to refer to for additional support. She works closely with parents and has developed a two-way flow of information. This ensures that support for children is timely, consistent and meaningful.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust safeguarding knowledge and understanding. They have a detailed understanding of a wide range of safeguarding issues. For example, staff can explain the signs and symptoms of abuse. They know their safeguarding duties with regard to the 'Prevent' duty, female genital mutilation and county lines. This means that they can swiftly identify children at risk from harm. Staff know which professionals to report child protection concerns to. Thorough risk assessments and regular safety checks of the premises mean the environment is safe and suitable for children. All staff hold full paediatric first-aid certificates. Hygiene practices are robust and prevent cross-infection within the setting.

What does the setting need to do to improve?

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

- enhance the organisation and frequency of daily routines and learning experiences to maximise children's learning and consistently promote good levels of engagement.

Setting details

Unique reference number	311420
Local authority	Kirklees
Inspection number	10279953
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	17
Name of registered person	Oakenshaw Pre-School Playgroup Committee
Registered person unique reference number	RP523116
Telephone number	07967 518277
Date of previous inspection	7 September 2017

Information about this early years setting

Oakenshaw pre-school playgroup registered in 1997. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Thursday from 8.30am to 4pm, term time only. The pre-school provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector
Clare Bligh

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 and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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