

Inspection of Oakworth Preschool

Oakworth Methodist Church, Lidget, Oakworth, Keighley, West Yorkshire BD22 7HN

Inspection date: 4 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this community pre-school. They leave their parents happily with a wave, excited to learn. They greet their friends affectionately with a cuddle. Children are confident in the learning environment and enjoy the variety of exciting activities on offer throughout the day. They have good relationships with staff who know them well and ensure their individual needs are swiftly met.

Children access the outdoor and indoor learning environments freely. They enjoy making 'soup' in the mud kitchen and serving it to their key person. Children giggle happily with their friends as they engage in free play, building a tower. Older children enjoy digging and looking for minibeasts. They chat with their key person about 'mosquitos' and how they can bite. Children have lots of opportunity to practise their thinking skills as they roll cars down ramps and make predictions on which car will be fastest.

Staff expose children to a variety of opportunities to learn about the world around them. For example, children take regular trips out in the local community where they visit the library, local shops and green spaces. In addition to these, visitors are invited into the setting to teach children about the wider world. For example, children have enjoyed visits from a petting zoo and tropical animal sanctuary.

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

- Children benefit from a well-sequenced curriculum that is based on children's interests. Children learn through a mix of adult-led activities and independent play, which is supported and extended. For example, when children talk about their interest in horses, resources are quickly added to the learning environment to support children's learning further. However, on occasion, some activities are not planned and organised as well as possible, which means learning is less effective during these times. For example, younger children are unable to fully engage in activities. There are times when they are unable to access the learning resources because the activity is placed too high for them to reach.
- The special educational needs coordinator works in partnership with multi-agency professionals to ensure that all children get the support they need. Referrals and interventions are put in place swiftly and effectively. This helps all children, including children with special educational needs and/or disabilities and/or children from disadvantaged backgrounds, to make good progress.
- Children are confident communicators. They talk with the inspector about their day. Children are exposed to a language-rich curriculum. They enjoy listening to and making up their own stories. Younger children benefit from singing lots of songs and rhymes as they excitedly play instruments. However, on occasion,

staff do not always use the correct pronunciation of words. This impacts on children's developing communication and language skills.

- Staff are positive role models. They have clear expectations of children's behaviour and manage any unwanted behaviour swiftly and effectively. This helps all children to behave well and feel settled and safe. Children are kind and supportive of one another. For example, older children support younger children to wash their hands and hang up their coats. This is met with lots of praise and encouragement from staff.
- Children benefit from a healthy and nutritious snack, which they help to prepare and serve. They chat among themselves about the food that they enjoy eating at home. Staff encourage children to make healthy choices. They talk about the importance of toothbrushing and the effects of too much sugar. Children have plenty of opportunity for physical activity, both inside and out. They enjoy running and jumping as they count the jumps they make.
- Parents and families describe how well their children have been supported while attending the pre-school. They comment on the communication strategies and explain how they feel well informed on their children's learning and development. Parents are happy with the way their children have settled at the pre-school. They know who their child's key person is and share how their children have great relationships with the staff.
- The manager is committed to professional development. All staff complete mandatory training and have access to a variety of online training courses to ensure that knowledge and teaching remain of a good standard. All staff are aware of their roles and responsibilities, including new staff members who receive a thorough induction before starting at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff are up to date with mandatory training. Staff have good safeguarding knowledge. They know what to do should they have a concern about a child's safety or welfare. Staff are aware of appropriate action to take should they have a concern about a member of staff. The manager ensures that appropriate risk assessments are in place and that these are reviewed regularly. Staff ensure that appropriate records are kept up to date and that these are shared appropriately. There is a comprehensive induction process in place, and all staff are aware of their role and responsibilities.

What does the setting need to do to improve?

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

- ensure that activities are planned and organised effectively to ensure younger children are able to fully engage and extend their learning

- extend opportunities for children to hear the correct pronunciation of words to further enhance their communication skills.

Setting details

Unique reference number	301972
Local authority	Bradford
Inspection number	10276194
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	25
Number of children on roll	25
Name of registered person	Oakworth Pre School Committee
Registered person unique reference number	RP523127
Telephone number	07495 592072
Date of previous inspection	5 July 2017

Information about this early years setting

Oakworth Preschool registered in 1985. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff holds qualified teacher status. The pre-school opens on Monday, Wednesday, Thursday and Friday from 9am to midday. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

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 manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of general provision with the manager.
- Staff spoke to the inspector, and parents shared their views of the pre-school during the inspection.

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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