

Inspection of Brockholes Pre-School

Brockholes C of E School, Brockholes Lane, Brockholes, Holmfirth, West Yorkshire
HD9 7EB

Inspection date: 7 November 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 happy and relaxed in this welcoming pre-school. They develop secure bonds with the caring staff. Children who are new to the pre-school settle quickly with support from their key person. Children are keen to talk about their experiences from home, such as when they carved their pumpkin and the fireworks they saw at the weekend. They talk about their home routines, their siblings and the things they like doing at home.

Children behave well. They are confident and inquisitive. They lead their own learning and initiate play with their peers. For instance, children engage in imaginative play with their friends. They make links to real-life experiences, such as going to the garage to fill their car with fuel.

Children learn about the benefits of a healthy lifestyle. They understand why handwashing is important. They enjoy picking and eating fruit they have grown in the community garden. Children have plenty of opportunities to be physically active. For example, outdoors, they use ride-on toys, such as scooters, and learn to catch and throw balls. Activities provided by outside agencies help children to listen, follow instructions and understand rules. They learn to work as a team and play cooperatively. Children make good progress in all areas of learning and are well prepared for their future learning in school.

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

- Staff discuss children's starting points with parents and observe children to find out what they know and can do. They plan an interesting curriculum, taking into account children's interests and next steps. Parents receive information about their children's progress and ideas for supporting children's learning at home. For instance, during the school holidays, staff encouraged parents to complete a nature walk with their children. Children brought in items they had found, such as conker shells and acorns. However, the setting does not always work in partnership with other settings that children attend to ensure that children enjoy continuity in their learning.
- Children enjoy a good balance of child-led play and adult-led activities. They sing action rhymes and practice different ways of moving, such as making large circles with their arms and stretching their arms high. These activities help children develop the core strength required for balance and stability, and support coordination skills. Staff understand the challenges that being left-handed can present and provide the equipment children need, such as left-handed scissors.
- Support for children's language development is strong. Staff model language constantly. As a result, children use a broad vocabulary. They competently share their ideas and knowledge. Staff share stories with children. They discuss how

the daylight is changing and how it is often dark now when the children go home. Staff encourage children to use the pictures in the book to talk about what is happening and predict what might happen next. Overall, children have good attention skills. However, during these activities, other staff sometimes complete routine tasks, such as setting out tables for lunch. This distracts children and inhibits their ability to concentrate fully.

- Staff skilfully promote children's early writing and mathematical skills. They also help children make connections in their learning. For instance, staff help children to draw around star and moon shapes. This challenges children's skills when they have to hold the shape and draw around it. Staff discuss with children how many sides and points a star or a crescent moon has. They show children that stars can be different shapes.
- Staff work well as a team. They have access to training to extend their knowledge. For example, staff have recently introduced early phonics into the curriculum to prepare children for learning phonics in school. Staff identify when children are not meeting their expected targets and may need additional support. They seek advice from outside agencies and put strategies in place to help children catch up.
- Staff promote good manners. They sit with children at lunchtime and engage them in conversations. This promotes their understanding that mealtimes can be a social event. Staff remind children about the importance of having a balanced diet and that some foods should be eaten as treats.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of how to protect children. They know the possible signs that indicate a child might be at risk from harm. Staff understand the impact of child protection issues, such as substance abuse or children being exposed to media that is not age-appropriate. Managers make sure that staff understand the action to take if they have a concern about a child or an adult. Staff teach children about how to keep themselves safe. For example, children learn about road safety during outdoor play and walks in the community.

What does the setting need to do to improve?

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

- during focused activities, minimise distractions for children so that they continue to be deeply engaged in their play and learning and sustain high levels of concentration
- develop the partnerships with other settings children attend to share information about children's development and promote continuity for children.

Setting details

Unique reference number	311320
Local authority	Kirklees
Inspection number	10305045
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 5
Total number of places	17
Number of children on roll	13
Name of registered person	Brockholes Pre-School Committee
Registered person unique reference number	RP909861
Telephone number	01484 665957
Date of previous inspection	9 February 2018

Information about this early years setting

Brockholes Pre-School registered in 1992. The pre-school employs six members of childcare staff. Five staff members hold appropriate early years qualifications at level 3 or above. The pre-school opens on Monday to Friday, during term time only. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

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 provider and the inspector completed a learning walk together. They discussed how the provider organises different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector carried out a joint observation of an activity with the provider.
- The inspector observed staff practice and held discussions with staff members about the work they do and their professional development.

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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