

Inspection of Cowcliffe Preschool

Lightridge Road, Fixby, Huddersfield HD2 2HB

Inspection date: 1 December 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 become confident learners at this friendly and welcoming pre-school. Their well-being and safety are of the highest importance to leaders and staff, who greet children with enthusiasm as they arrive. Children begin their day with group registration time. During this time, leaders and staff support children to get to know each other. They help children to learn and understand the rules and routines of the pre-school. Consequently, children feel happy and settled in the pre-school.

Children develop a love of learning. They become highly engaged in their play, both with their friends and alongside staff. Staff in the pre-school know children extremely well. This helps them to plan targeted activities and play opportunities that support children to meet their next steps in learning.

Children show curiosity about the world around them and develop their ability to solve problems. For example, they concentrate well as they try to break open pieces of ice. Staff talk to children about why the water has turned into ice. They introduce children to a range of vocabulary, such as 'smooth' and 'frozen'. These high-quality interactions with staff support children to develop their understanding and language skills.

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

- Leaders and staff thoughtfully consider how to plan the programme of activities to build on and expand children's experiences. For example, they ensure that children receive many opportunities to play outdoors and take part in sensory-play activities. Leaders use funding to provide exciting opportunities for children to learn new skills. For example, they organise sessions for children to learn how to ride balance bikes with an external teacher.
- Children enjoy daily singing and storytime sessions. They frequently take books to staff, who read to children with expression and ask appropriate questions to check their understanding. Staff have taken part in training around storytelling. This helps them to improve the ways in which they support children to develop their imagination and love of reading.
- Staff act as good role models for children. They use good manners and encourage children to do the same. Consequently, children are kind and respectful towards each other and the adults who work in the pre-school. Children listen well to the instructions of leaders and staff. For example, they happily help to put the resources away at tidy-up time.
- Children behave well in the pre-school. Staff quickly recognise when children need further support to regulate their behaviour. They invite children to take part in calming and purposeful activities in the sensory room. This helps children to learn how to manage their own behaviour and redirects their focus on learning.

- Staff provide children with some opportunities to develop their independence skills. For example, they encourage children to manage their own personal care skills, such as dressing and handwashing. However, staff do not always extend these opportunities. For example, they do not always invite children to help prepare or serve their own snack, and instead do this for them. This does not consistently build children's confidence in developing their independence skills.
- Parents and carers say that staff are friendly and approachable. They appreciate the care and attention that leaders and staff give to their children. Parents receive regular feedback about children's learning and development. This is via an online app or through regular parent's evenings. Leaders have ambitious plans to provide parents with ideas and suggestions to further support their children's learning at home. However, these have not yet been fully put in place to be wholly effective.
- The committed leaders regularly review their own and staff's practice. They continually aim to make positive improvements to the pre-school. For example, leaders are making upgrades to the outdoor area. This further enhances children's outdoor-learning experiences. Staff report that leaders provide high levels of support for them. They attend regular supervision sessions with leaders. Leaders make good links with local colleges. This ensures that the right support is in place for staff who are new to the early years workforce. As a result, all staff are able to carry out their roles to high standards.

Safeguarding

The arrangements for safeguarding are effective.

Leaders put in place robust recruitment procedures to make sure that staff are suitable. They check the identity of visitors and ensure the safety and security of the premises. This ensures that children remain safe in the pre-school. Leaders and staff are highly knowledgeable about their safeguarding roles and responsibilities. They have a good understanding of the signs and symptoms of abuse and neglect. Leaders and staff know what to do in the event of concerns or an allegation made about an adult working in the pre-school. Leaders regularly check staff's knowledge on safeguarding. This helps to promote an open culture of safeguarding in the pre-school and supports staff to remain alert to any concerns about children.

What does the setting need to do to improve?

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

- extend the opportunities for children to develop their independence skills, in particular during snack time
- continue to build on and strengthen the support for parents to extend their children's learning at home.

Setting details

Unique reference number	EY333633
Local authority	Kirklees
Inspection number	10320240
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 5
Total number of places	50
Number of children on roll	34
Name of registered person	Cowcliffe Pre-School Committee
Registered person unique reference number	RP910075
Telephone number	01484 424425 and 07436260467
Date of previous inspection	11 May 2018

Information about this early years setting

Cowcliffe Preschool registered in 2006 and is independently run by a committee on the same site as Fixby Junior and Infant School, Huddersfield. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3 or 6. It opens Monday to Friday from 8.45am to 3.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school leaders and has taken that into account in their evaluation of the pre-school.
- The deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the pre-school with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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