

Inspection of Wooldale Pre School Playgroup

WOOLDALE COMMUNITY CENTRE ROBERT LANE, HOLMFIRTH, WEST YORKSHIRE
HD9 1XZ

Inspection date: 28 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 come into this setting happily and confidently. They are welcomed by friendly and enthusiastic staff who greet every child. Children access resources independently on arrival before enjoying group time. Staff talk to children about their interests and children respond confidently. Staff form close and caring relationships with all children. Children readily approach staff for support, when needed, and confidently discuss their feelings.

Staff have high expectations for all children and children respond to these. Following the COVID-19 pandemic, the manager has identified that some children needed support with some aspects of their behaviour, such as turn-taking and sharing. As a result of this, staff model sharing and turn-taking with children, supporting children where necessary. Staff are effective role models, which helps children to behave well. Staff offer children a choice of activity and plan around children's interests. For example, when children request a baking activity, staff plan this for the following day.

Staff plan an environment and activities that engage children. Children access resources independently and enthusiastically. They ask for other resources if these are not readily available. Staff act on children's requests, which helps to develop children's confidence and independence skills. Children describe what they are making in the creative area, while demonstrating effective scissor skills. Other children access mark making outside, using an effective grip to form recognisable shapes. Staff follow children's lead, taking part effectively in play that children lead.

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

- Following the COVID-19 pandemic, the manager recognises how children's needs have changed. She has developed the curriculum around children's needs effectively. This helps all children to make good progress and supports them to leave the setting well prepared for school.
- Staff engage with children, playing alongside them and developing their learning. They skilfully narrate what they are doing and sensitively model appropriate vocabulary and grammar for children. Staff repeat back to children what they say. They introduce new vocabulary. For example, during a baking activity, staff introduce the words 'ingredients' and 'recipe'. In the outdoor provision, staff play alongside children pretending to fix a house, naming the tools as children use them.
- Staff know children very well. Key persons identify children's next steps in learning, and all staff act on these. For example, all staff work on developing younger children's length of sentences and combining words to form simple sentences.

- Staff consider younger children's learning during group times. Staff take older children in a group to access resources to develop their skills at a more advanced level. This also gives younger children more time to develop skills at their own level and staff can work on these more intensively.
- Children are happy and confident learners. Staff support children in their learning throughout the curriculum. For example, they encourage children to be independent in the painting area and peg up their own painting. In the role-play area, staff encourage children to put their own costumes on. They support children by showing them where to hold the costume to pull over their head rather than doing it for them.
- Parents speak very highly about this setting. They talk about how staff share information about their children's learning and support children's learning at home through newsletters and sharing information. Parents are happy with the progress that their children make. They acknowledge that staff have supported their children around skills such as developing confidence, toilet training and recognising their own name. Staff provide information for parents on a number of issues, such as returning to work. The manager has plans to develop this further and support parents in making healthy packed lunches for their children.
- Staff access training that is relevant to children's learning. For example, staff are currently accessing training on developing vocabulary, questioning skills and storytelling. However, the manager does not consistently support staff who work with children with special educational needs and/or disabilities (SEND) on a one-to-one basis to extend their knowledge of how to use additional strategies and interventions to further support children in the good progress that they make.
- Staff use a range of teaching methods to support children's learning. However, on occasion, during activities, staff do not use opportunities to check children's mathematical knowledge or correct their misconceptions.

Safeguarding

The arrangements for safeguarding are effective.

Staff are able to identify the areas and signs of abuse. They can talk about a range of areas of safeguarding, such as county lines. Staff are able to describe what they would do if they have any concerns about children in the setting or any professionals working with children. They identify that if they are not happy with the response from the setting, then they can take this further. Staff describe how they have previously safeguarded children outside of the setting, following their own policies and procedures, and supported parents in offering support. The environment is safe and secure.

What does the setting need to do to improve?

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

- extend staff's knowledge of how to support children with SEND to enable them to provide additional interventions and strategies to extend children's learning further
- support staff to use opportunities to check and develop children's mathematical knowledge during activities.

Setting details

Unique reference number	311315
Local authority	Kirklees
Inspection number	10308075
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 4
Total number of places	26
Number of children on roll	18
Name of registered person	Flewers, Gillian
Registered person unique reference number	RP512791
Telephone number	01484 685602
Date of previous inspection	13 March 2018

Information about this early years setting

Wooldale Pre School Playgroup registered in 1993 and is located in Holmfirth. The setting employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds a qualification at level 4. The setting opens during term time, from 9am until 3.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Murphy-Keen

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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