

Brockholes Pre-School

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

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| Inspection date | 13/09/2013 |
| Previous inspection date | 25/03/2013 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- The staff provide a welcoming, secure and inviting pre-school in which children engage fully in the activities that are of interest to them and which meet their needs and abilities, so that all children make good progress in their learning.
- The experienced staff's caring and sensitive manner helps children form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- There are strong partnerships with parents and other people involved in the care of the children, which effectively ensures each child's individual needs are known and met.
- The manager and staff demonstrate a positive and genuine commitment to developing their practice. This helps to support improvements in the pre-school and enhances opportunities for children.

It is not yet outstanding because

- Opportunities for children to draw and make marks in the outside area have not been fully explored to further promote children's developing writing skills and extend their interest in writing for a purpose.
- There is scope to involve parents more fully in evaluating the pre-school so that their views are effectively reflected in identified areas for ongoing improvement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoor area.
- The inspector spoke with the manager, staff, children and a parent at appropriate times throughout the inspection.
- The inspector looked at children's development records, planning documentation, policies and procedures, children's records and other relevant documentation.

Inspector

Helene Terry

Full Report

Information about the setting

Brockholes Pre-school was registered in 1992, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and operates from a portacabin on the site of Brockholes Church of England School, Brockholes, Holmfirth, West Yorkshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. All of these hold appropriate early years qualifications at level 2 and 3. One member of staff is currently working towards Early Years Professional Status. The pre-school opens Monday to Friday term time only. Sessions are from 8.30am until 3.30am Monday to Thursday and from 8.30am until 12.30 on Fridays. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance further the partnerships with parents by involving them in the process for self-evaluation to improve the provision for children

- extend opportunities to promote children's emerging writing skills, for example, by providing further resources and opportunities for them to draw and make marks in the outdoor area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development because staff have a good understanding of the educational programmes and have implemented effective systems for observation, assessment and planning. Children's development records, and the tracking system used clearly show how all children make good progress. This means that children are developing the necessary skills in readiness for school. Staff encourage parents to be involved in their children's learning. For example, they complete daily diaries and make effective use of daily discussions with parents to talk about children's progress. Parents are also encouraged to attend parents' evenings to discuss children's development and future progress. Staff also provide information on how learning can be supported at home. For example, staff are currently working with parents to promote children's

independence skills to enable new two-year-olds to function well within group situations, for example, by putting on their own aprons for creative work. This ensures consistency in learning for all children. The progress check at age two is currently being completed for all relevant children. Parents are fully involved in the process and any concerns are shared and acted on.

Children's communication skills are given priority as staff support their language development through explanations given during everyday routines and activities. Staff constantly talk with children about what they are doing to help them link words to actions and use their thought processes. For example, as they sit and draw together, staff say 'I know what I am going to draw; I think I will draw an aeroplane, what are you going to draw?' This activity is extended for the older children by providing books to help children make their own representations of the different vehicles that they see. Staff point out to the children the different parts of an aeroplane, such as wings, tail and body, this extends their vocabulary, and at the same time, helps children think about what they are drawing. Children are also helped to understand that print has a meaning as staff point out the words that are read to them as they look at the books. Mathematical development is brought into the activity as children and staff draw trains. For example, children are asked 'Do you know what shape these windows are on the train?' As a result, staff extend children's learning well. However, there are fewer opportunities for children to freely draw and make marks outdoors, which impacts on staff's ability to maximise learning for those children who learn better outdoors.

Children's independence skills are promoted very well, for example, children are helped to pour their own cereal and milk at breakfast time. They are also encouraged to help themselves to the resources and to help staff tidy up at various times throughout the session. As children help tidy activities and resources away, staff help the children understand about categorisation as they sort the resources into the various boxes. Staff ask questions to engage the children such as 'Can you find the toolbox for the tools?' and 'Who can do this puzzle for me?', as they encourage the children to work together to complete tasks.

Children are given lots of opportunities to be creative within their environment. They enjoy making their own creations as they paint at the easels, they use their imaginations well in the role-play areas and they enjoy expressing their thoughts and feelings as they manipulate the play dough. Staff provide children with a good range of implements to develop their fine muscle movements. For example, children use knives, shapes, cutters and rolling pins to make changes to the dough.

The contribution of the early years provision to the well-being of children

Children settle very well at the friendly and welcoming pre-school because the staff are warm and affectionate with them. Children's key people develop close relationships with the children and this enables children to feel safe and secure and gives them the confidence to explore the environment, make choices and develop their independence. Staff, in cooperation with parents, use a gradual settling-in period for all new children that

is tailored to meet their individual needs; consequently children's emotional well-being is promoted well. Staff also support children's move on to their new school well. For example, transition forms regarding children's development are shared with their reception teacher. Teachers also visit the pre-school to observe the children in familiar surroundings. Staff also provide activities to prepare children for their new adventure by, for example, providing schools uniforms in the role-play area, supporting children to use a knife and fork and they provide visual images of their new classroom to enable children to become familiar with their new surroundings.

Children's behaviour is very good. Positive behaviour is encouraged by all of the staff as they use a range of sensitive techniques to ensure that children play cooperatively together and clearly understand what acceptable behaviour is. The older children help prepare the 'rules of the pre-school' and these are written positively to reinforce their good behaviour. During play, staff help children understand 'right from wrong' and learn how to keep themselves safe. For example, as a child crawls under a table staff remind the child 'If you climb under the table you will bump and hurt your head'. Staff have recently had training in a well-known behaviour management technique to help them deal with children who show signs of limited concentration skills. Staff say that these techniques are working well and they have seen an improvement in children's behaviour.

Staff provide an interesting and stimulating environment where children play safely. They provide children with a wide range of resources and activities, both indoors and outdoors, which children can access independently. Colourful displays of the children's work help promote children's sense of belonging at the pre-school. Staff also provide a range of activities and resources that help children develop an awareness of similarities and differences in the world around them. This helps children value and respect other people.

Children's good health is promoted well in the pre-school. Older children confidently use the bathroom and they know that they must wash their hands before snack. Snack time provides a friendly, social experience for all children. They sit with a staff member who supports them to help to prepare their own breakfast and snack. A healthy diet is encouraged, for example, children make choices about what they would like to eat at breakfast from a selection of toast, cereal, yoghurts and fresh fruit. Parents are also encouraged to provide a healthy packed lunch for their children. Children have regular opportunities to exercise in the fresh air, which promotes their good health. They have free access to the outdoor play area where they enjoy running around, playing on ride-on toys and actively take risks in a safe environment as they climb and play on the slide. Children learn about keeping safe through planned activities, such as how to cross roads safely.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the pre-school are good. Arrangements for safeguarding children are strong and fully understood. An effective safeguarding policy is implemented well and staff's knowledge of safeguarding children is robust, including

procedures for whistleblowing and what to do should allegations of abuse be made against members of staff. All staff have attended safeguarding training to enhance their knowledge. Thorough risk assessments are conducted and children play and learn in a safe, secure and supportive environment. Staff are vigilant and attentive, and children benefit from high levels of supervision and individual attention. Robust recruitment practices ensure the safe employment of suitable and qualified adults in the pre-school. All staff go through an effective induction process to ensure that they are aware of their roles and responsibilities. Confidentiality agreements are signed by all staff. There are good procedures in place to monitor staffs ongoing suitability. The manager carries out regular observations during their work and quickly addresses any issues that arise. This ensures that any underperformance is quickly recognised by the manager and is addressed through an action plan and further training is offered. This is backed up by regular supervision meetings and annual appraisals, where the manager and staff discuss training and development needs and their performance is assessed in line with their job description.

The manager has a good overview of the educational programme. She carries out monthly planning checks to ensure that observation and planning are being followed correctly and that the learning intentions for children are well matched and provide a challenging experience for all. Self-evaluation of the service provided is very evident in everyday practice. The recommendation raised at the last inspection has been addressed to enhance the well-being and learning experiences for children. Although parents chat to staff about the provision on a regular basis, there is no clear system to enable them to make a full contribution to evaluate the pre-school so that their suggestions are used to maximise what is on offer for their children. However, children and staff are fully involved in the evaluation process. Staff make suggestions about changes to the provision through general discussions at supervision and team meetings. Children's views are obtained through discussions with them during activities and the observations of them that staff make. Children are consulted about resources that they would like in the pre-school and they have recently been involved in writing the 'rules' of the pre-school.

Staff work closely with parents, other agencies and other Early Years Foundation Stage providers that may be involved with the care and learning of the children to ensure continuity of care and that their needs are met very well. They seek advice from other professionals and follow this to support children. For example, in the past, staff have worked with educational psychologists and speech and language therapists to ensure they work together consistently to support individual children. Parents speak highly of the pre-school and the staff, stating that they are very happy with the care that their children receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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|------------------------------------|---------------------------------|
| Unique reference number | 311320 |
| Local authority | Kirklees |
| Inspection number | 931734 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 20 |
| Name of provider | Brockholes Pre-School Committee |
| Date of previous inspection | 25/03/2013 |
| Telephone number | 01484 665957 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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