

# Brockholes Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	311320
<b>Inspection date</b>	02/12/2011
<b>Inspector</b>	Ros Vahey
<b>Setting address</b>	Brockholes C of E School, Brockholes Lane, Brockholes, Holmfirth, West Yorkshire, HD9 7EB
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Brockholes pre-school is run by a voluntary management committee and was registered in 1992. The pre-school operates from premises on the site of Brockholes C of E school, Brockholes, Holmfirth and serves the local area. There is an enclosed area for outdoor play, as well as access to the school grounds with a vegetable patch.

The pre-school opens Monday to Friday, from 8.30am to 3.30pm, term time only. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register for no more than 16 children at any one time, as well as the compulsory and voluntary parts of the Childcare Register. There are currently 27 children attend, who are within the Early Years Foundation Stage, aged from two to four years. The pre-school provides funded early education for three- and four-year-olds. The pre-school employs six members of childcare staff, five hold National Vocational Qualifications at level 3 or above. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well supported and valued by the staff. They are settled and secure and take an active part in the learning opportunities provided so they make good progress. Staff take a high level of responsibility in their approach to the children's health, safety and welfare needs. The overall partnership with the parents and other services meets the children's inclusive needs well. The staff take effective steps to evaluate their practice which includes identifying their strengths and areas which require further development to improve the outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the observation and assessment systems to consistently and clearly identify the next steps for children as they progress towards the early learning goals
- improve the educational programme to provide opportunities for children to develop their use of simple technology equipment
- ensure that risk assessments cover anything with which a child may come into contact.

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

Children are safeguarded and well protected in the pre-school because the staff have a good knowledge of local safeguarding procedures. They are well informed about child protection and have the appropriate contact details available should they be concerned about a child. All staff members are suitably vetted and children are kept safe because they are vigilant and supervise the children well. Senior management review and update their risk assessments which cover all areas. However, some minor risks, are not fully identified. For example, the door to one of the sheds is loose. Nevertheless children are generally protected when using equipment and resources which they use regularly, such as the slide. Children are also further protected because the staff keep good records, including, accident, medication and attendance records.

The environment is well organised with effective rotation of stored resources. Children choose from a good range of resources, although, there are less opportunities for children to use technological activities, games and programmes. Children are able to choose what they would like to play and can access some resources for themselves, such as books or toys in the well-resourced 'home corner'. This means that they are developing their independence skills which contributes to the good progress they make in their learning and development.

Staff are very aware of their strengths and weaknesses. The senior management team continually look for ways to improve the provision for the children and to this end, set ambitious and appropriate targets. For example, they plan to extend and develop the outdoor area so that children learn more about the natural world. They have addressed the recommendations previously raised at inspection, promptly and effectively. For example, they have improved the complaints policy which contributes to more effective partnership with parents.

Staff form successful relationships with parents and carers. They obtain useful information about each child, such as, what they can do themselves as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. Children's key person and parents share important information about each child's starting points and progress, which begins with a home visit to understand each child's needs. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established, including, smooth transition to school and contribute well to supporting children's welfare and learning. The staff offer sensitive and caring support to children with additional needs. This enables children to reach their full potential.

## **The quality and standards of the early years provision and outcomes for children**

Children really enjoy being in this setting. They are familiar and secure in daily routines because the staff are careful to meet their needs. Children are able to move freely and safely around the playgroup because staff ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted very effectively. The children are accomplished at personal hygiene routines, such as, washing their hands before a snack, as well as after being outside, because good hand washing routines are highly consistent. They are starting to learn about making excellent choices in food because they consistently are offered healthy options, such as fruit. Children are able to get out in the fresh air every day. They are developing good physical skills in walking, running and climbing because they make use of a variety of resources. For example, they can use a huge range of apparatus and equipment to test and challenge their skills.

Children are making good progress towards the early learning goals because the staff plan activities around their interests and needs. They make really good observations about what children can do, although, identifying what they need to do next is less well developed. Children are developing good language skills. They giggle and laugh and enjoy being challenged as they play. They enjoy looking at books, listening to complicated stories and talking about their experiences. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with paints and pens. They can count ably up to ten and recognise shapes in a range of jigsaw puzzles. Staff promote children's knowledge and understanding of the world through a variety of activities, such as, making cakes, using play dough and playing with small world figures. However, there are too few opportunities for children to gain good skills in using technology as they do not access games and programmes via the computer or other electronic toys. Nevertheless children are developing many other valuable skills for the future, such as learning to enjoy books and making marks.

Children behave well in the playgroup. This is because the staff offer clear expectations and supervise them using praise and kindness, which is consistent with their behaviour policy. Children are learning about their own and other cultures and beliefs because they learn how to make and enjoy food from other countries and celebrate other cultures, such as during Eid.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met