

# Brockholes Pre-School

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

<b>Inspection date</b>	25/03/2013
Previous inspection date	02/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Partnership with parents and school are good and make an effective contribution to meeting children's needs, this ensures they are well prepared for the next steps in their learning.
- The staff have a very good understanding of how children learn; they are skilled in using effective strategies to challenge and progress learning, this supports children to be motivated and eager to join in.
- Assessments are clear and precise and identify children's abilities and progress, this helps to inform planning for the next stages in children's learning and development.
- Children are kept safe and secure due to the staffs vigilant approach to their welfare and safety, because of the effective entrance procedure and children learning about keeping themselves safe, such as using high visibility vests and road safety.

### It is not yet outstanding because

- Children's concentration and learning is affected at times by high noise levels which disrupt an orderly and calm visual space.

## 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 play room and checked the suitability of all other areas used by children.
- The inspector spoke to the manager and staff at appropriate times throughout the visit.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and a range of other documentation.
- The inspector also spoke to some parents, and took their views into account.

## Inspector

Dawn Lumb

## Full Report

### Information about the setting

Brockholes Pre-School was registered in 1992. It is run by a voluntary management committee, and operates from premises on the site of Brockholes C of E School, Brockholes, Holmfirth. Children access the playroom and adjoining toilet facilities. There is an outdoor play area, as well as access to the school grounds with a vegetable patch. The pre-school provides care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates term time, on weekdays from 8.30am to 3.30pm.

There are currently 25 children on roll, who are in the early years age group, aged between two to four years who attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-olds. The pre-school employs five members of childcare staff, four hold National Vocational Qualifications at level 3 or above and one holds a level 2. The pre-school receives support from the local authority and 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:

- help children concentrate by limiting noise, and making spaces visually calm and orderly.

### Inspection judgements

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

The staff have a good understanding of how young children learn and the seven areas of learning. This enables them to provide a wide range of experiences and activities to effectively support each child's learning and development. Therefore, children are gaining a purposeful range of skills to make good progress and support them in their readiness for school. Planning is adapted to focus on children's interests. The information gathered from parents when children start attending provide staff with a starting point for children's learning and helps with settling children into the setting. The pre-school has records in place that help to show what children can do and are used to help inform the future planning of their learning. For example, learning journeys contain observations that are linked to the early learning goals and these are now being adapted in particular to the prime and specific areas of learning. As a result, it enables children to make good progress in their learning and development.

Children have good opportunities for outside play. There is an enclosed garden with a suitable range of toys and resources to develop their physical play, such as climbing frames and slides. The school playground and activity play area is also available for more challenging physical activities. Children can freely select 'cutters' and 'rollers' for dough activities. Children have good opportunities to freely access a range of early writing activities and staff support children well in focused activities, which enables many children to use pencils with confidence to trace the letters of their name and write their name. Through planned purposeful activities and through staff engaging with the children in their freely chosen play, children's communication skills, vocabulary and language are developing well. They enjoy looking at books with adults and joining in with familiar sentences. The quality of teaching is good. For example, staff introduce words, such as, diagonal and explain about the marbles going across the paint and that the paper is an oval shape. Children learn about shapes as they are involved in activities, such as Easter egg marble painting, where they talk about the shape and size of the egg picture. Number posters displayed around the setting help children to recognise and identify numbers, reinforcing their knowledge and understanding.

Children's awareness and understanding of differences and diversity in the wider world are developing well. They have access to a variety of books that promote positive images, dressing-up clothes of various cultures and posters displayed around the setting. They celebrate Chinese New Year, and are involved in creative activities to make lanterns, to do Chinese writing and symbols and talk about the year of the snake and traditions, such as money wallets. Children have good opportunities to learn about their community. For example, at Christmas children write letters and go to the post office to learn about how to post letters to Father Christmas. The pre-school nativity is held in the village hall and all the village is invited to attend.

Partnership with parents is effective in supporting children's learning and development. Good information shared with parents, particularly around children's learning progress, is effective to ensure a secure and firm understanding of where they are and what the next steps in their learning will be. They provide parents with advice and guidance, such as, worksheets to support phonic learning at home. This helps to ensure children's progress and development is shared and that aspects of their learning and development can be consistently supported at home and in the setting.

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

Children are happy and settled and have warm relationships with the staff. Children's confidence and self-esteem is developing well because staff offer lots of praise and recognition for their efforts. An effective key person system is in place and staff are proactive in observing children in their play and identifying the next steps in their learning this enables them to plan effective challenging and interesting activities that contribute to promoting children's learning and development. The staff work well with parents and the school to ensure children are settled and that each child's individual needs are understood. This promotes continuity in children's care and helps to ensure a smooth transition into the provision. Parents have good opportunities to be involved with the pre-school as they

receive newsletters, questionnaires and a home/preschool diary for parents and staff to exchange views and comments on a daily basis and daily chats promote communication. The older children create pictures for the reception teacher to put up in school, which helps them to feel valued and promote their self-esteem.

Staff are very attentive to the children as they listen to their requests and are fully aware of their individual needs. Children form good relationships with each other. They co-operate well by sharing and taking turns in games and activities. For example, they joined together cooperatively to help to lay the train track and enthusiastically tidy away the dough together. Staff offer lots of support, praise and encouragement to help children understand about people's feelings. For example, they use storybooks to identify the feelings of the characters and identified pictorial queues of whether the characters are happy, friends or not happy and why. They also have empathy dolls, which some members of staff have had training in their use to support children's, emotional, social and personal development. Staff talk about following instructions and routines. However, noise levels are high at times and this impacts on children's concentration and disrupts an orderly and calm visual space. Therefore, children's learning is affected at these times.

Children's health is promoted well because they are provided with healthy balanced foods and they are able to help themselves from a selection of fruits. Children are encouraged to develop independence in personal care and they follow good hygiene procedures, developing their understanding and awareness of their own needs and of personal hygiene. Children's safety is well secured because they practise an emergency evacuation plan every term. They also learn about the importance of how to cross the road safely and the use of high visibility vests when they go for walks in the community, which helps to raise children's awareness and understanding of how to stay safe.

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

A comprehensive range of policies and procedures to promote children's health, safety and welfare are in place and effectively implemented. Staff have attended safeguarding training and are secure in their knowledge of child protection issues and understanding of Local Safeguarding Children Board procedures. The manager is the designated child protection officer and has a very clear understanding of her role and how to refer any concerns. Children's safety is further assured through detailed risk assessments and staffs vigilance around safety. The premises are secure to prevent children leaving unattended.

Staff use appropriate documentation, such as, Development Matters and the Early Years Foundation Stage to help them identify the development bands for each area of learning for all children. There is secure monitoring of the educational programme. Staff are secure in their knowledge and practice, they observe, monitor and plan according to children's stages of development, developmental needs and interests. At staff meetings the children's key person feeds each child individual needs and interests into the planning to support an interesting developmentally appropriate curriculum that supports individual learning and development. Therefore, children's progress and the next steps in their learning are identified effectively to help them continue to make progress at a good pace.

Secure partnerships are in place with the children's feeder school. Effective communication between staff, parents and the school positively enhances children's transition into school. Strong emphasis is placed on children's interaction with the school setting making for a smoother transition. For example, the children are familiar with the reception teacher and school environment, as they have regular visits throughout the year, such as, story time and joint games. The pre-school provide a welcoming environment for the children and their parents. Parents comment how pleased and happy they and their children are with the staff and the provision. The staff have good relationships with parents. They gather clear information from them, so that they know about children's individual interests and needs and can provide consistency of care. Parents receive daily verbal feedback and the use of an individual child's comment book helps them to know about their child's pre-school sessions.

The provision identifies areas of strengths and those which require development and monitor the provision, in order to maintain continuous improvement and help children to make progress. Staff meetings, appraisals and development plans help to identify training needs. Annual appraisals are held for all staff and regular supervision enables management to ensure practice is monitored effectively. Staff understand their roles and responsibilities and the importance of their professional conduct. The nominated person meets regularly with the manager and staff, and the committee is kept informed of what is happening within the setting. Through good reflection of practice and use of self-evaluation, the management and staff clearly identify areas for further development in their practice. Examples include development of the quiet area to enhance children's relaxation, and continuous professional development for all staff to update their skills and knowledge.

### **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

<b>Unique reference number</b>	311320
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	905466
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Brockholes Pre-School
<b>Date of previous inspection</b>	02/12/2011
<b>Telephone number</b>	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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