

Cowling Pre School & Toddlers Ltd



Cowling Village Hall, Acre Road, Cowling, KEIGHLEY, West Yorkshire, BD22 0FN

Inspection date 11 March 2016
Previous inspection date 7 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are encouraged to learn independently and as part of a group. They lead their own learning and are confident and happy to share their ideas with their friends and to ask for help when they need it.
- Children are supported in developing their understanding of each other and their emotions. They talk about how people make them feel when they are unkind and they explore ideas about emotions.
- Partnerships with parents are good. Parents comment that they have seen a positive difference in their child's progress as a result of attending the pre-school. They say they would recommend the pre-school to other parents.
- Behaviour is exceptional. Children understand appropriate rules and boundaries which are in place to keep themselves safe and to enjoy their time together. They all contribute to the day by taking on a variety of achievable jobs and responsibilities.

It is not yet outstanding because:

- On occasions, high-level learning is interrupted for children to take part in large-group activities.
- Group activities are not sufficiently differentiated to ensure that younger and less-able children can engage and achieve.
- Although counting and number symbols are promoted well throughout the day, opportunities for children to practise their understanding of quantity and numbers are missed.

What the setting needs to do to improve further

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

- ensure that routines of the day allow children time to explore and learn without interruption
- ensure that group activities are managed and differentiated sufficiently to allow younger and less-able children to learn and achieve
- ensure that children are provided with opportunities to practise and develop their understanding of quantity and numbers.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and reviewed how well she evaluates practice.
- The inspector held a meeting with the manager and a committee representative. She looked at relevant documentation, such as the setting's self-evaluation, a range of policies and procedures, and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Katharine Jones

Inspection findings

Effectiveness of the leadership and management is good

Leadership and management are strong. The manager and the committee demonstrate a commitment to work together to continually improve the pre-school. They have successfully addressed the action that was raised at the last inspection. Clear development plans are in place which include feedback from parents, children and staff. The well-qualified staff are effectively supported in reviewing and developing their practice through teamwork, supervision and professional development. Regular reviews of children's progress are discussed as a team and fed into the improvement plan. Children with lower starting points are identified quickly and plans are put into place to support them. When required, staff work with other agencies and providers to support rapid development. As a result, any gaps in learning are closed quickly. The arrangements for safeguarding are effective. There is a range of policies and procedure in place to ensure that children are safe and that adults who work with children are checked and monitored.

Quality of teaching, learning and assessment is good

Teaching is good and staff have high expectations of children. A wide range of activities and resources is provided which children take interest in. Children enjoy their time together and are motivated to learn. Children's counting, literacy and understanding of the world are well supported. They demonstrate that they are starting to recognise and use words in print, for example, as they find their own name on their place mat and make shopping lists during imaginary play. Children enjoy learning sign language while they sing and share a story. Props are used to bring the stories and songs to life and to develop children's understanding even further. Children express their ideas through play and staff skilfully extend their vocabulary as ideas are explored. Children are regularly observed and their progress is assessed. This information is shared with parents and used to support learning at home and to adjust practice in the pre-school.

Personal development, behaviour and welfare are good

Key persons work closely with parents from the start, enabling them to implement effective care practices that support children's well-being. Children demonstrate that they are happy at the pre-school. They enjoy their time together and are encouraged to take turns and to develop patience. Children are developing an appreciation of other people's ideas as they practise their listening skills. They take some managed risks and are learning about keeping themselves safe. One group of children create an imaginary bonfire and place safety cones around it to warn their friends of the danger. Children make their own choices from a range of healthy snacks and drinks. They enjoy physical exercise outdoors and in the big hall. These are some of the ways in which children are learning about diet, exercise and leading a healthy lifestyle.

Outcomes for children are good

Children make good or better progress in the pre-school. Children's communication and language skills are progressing rapidly and their personal, social and emotional skills are particularly well developed. Children are motivated, eager learners who are well prepared for the next stage of their education.

Setting details

Unique reference number	EY454450
Local authority	North Yorkshire
Inspection number	1028437
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	38
Name of provider	Cowling Pre-School And Toddlers
Date of previous inspection	7 May 2013
Telephone number	07522 303128

Cowling Pre School and Toddlers Ltd was registered in 2012. It is based in its own permanent space in the village hall in Cowling, near Keighley. It is open during school term time from 9am to 3pm. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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