

# Holmbridge Pre-School

Holme Band Room, Woodhead Road, Holmbridge, Huddersfield, West Yorkshire, HD9 2SA



<b>Inspection date</b>	11 September 2017
Previous inspection date	4 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 happy, settled and emotionally secure in the welcoming and child-friendly surroundings. Staff are attentive and kind. They sensitively help children understand what is expected of them. Children are well behaved, listen to staff and take turns.
- Staff work closely with parents to collect information about what children know and can do when they first start. Staff build on this knowledge through regular observations and accurate assessments. They use these to plan varied activities, which successfully engage and build on children's interests and learning.
- Partnerships with parents and carers are very positive. Good quality information is regularly shared to promote children's learning and development successfully. Parents speak extremely highly of the flexible and supportive staff team. They trust staff to keep their children safe and secure.
- Staff involve parents and the local authority in their evaluation of the quality of the setting. They take account of their views to make successful improvements at the pre-school. Most recently, they have extended their monitoring of groups of children's achievements. This helps to ensure that all children make good progress.

### It is not yet outstanding because:

- Staff provide fewer opportunities to broaden children's understanding of communities and families beyond their immediate experience.
- Staff do not always use care routines and snack times to help further develop children's understanding of healthy lifestyles.

## What the setting needs to do to improve further

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

- extend opportunities for children to broaden their understanding of the diverse world they live in and learn about communities and families beyond their immediate experience
- enhance care routines and snack times to help children identify and understand how to stay healthy.

### Inspection activities

- The inspector observed children during play activities indoors and outdoors.
- The inspector held a meeting with the provider and checked relevant documentation, including the pre-school's self-evaluation, policies and procedures, qualifications and evidence of the suitability of staff.
- The inspector spoke with the staff, children and managers at appropriate times throughout the inspection.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good knowledge of the procedures to follow if they have a concern about a child in their care or the practice of a colleague. The manager and staff are well qualified. They complete training and keep their knowledge up to date. Appropriate supervision and regular staff meetings help staff understand their roles and responsibilities in supporting the care and educational needs of young children. Partnerships with local schools are well developed. Staff visit schools and talk to teachers. They share information about children's learning and development to help ensure a positive move on to school.

### Quality of teaching, learning and assessment is good

Children use their imagination well as they pretend to be shopkeepers. Young children are focused and persistent as they work with staff to draw roadways and garages for their cars. Staff use effective questioning techniques, leaving plenty of time for the children to develop their thinking. Staff skilfully encourage and extend children's mathematical understanding of money, size, direction and shape as they join in their play. Children build using construction kits and staff help them understand how the pieces fit together. Children listen to the instructions and develop their small muscle strength as they connect them to complete the task they have set themselves. Older children are interested in dinosaurs, they carefully line them up and guess the type of dinosaur. Staff share their knowledge with the children. For example, they introduce the names of dinosaurs such as triceratops and brontosaurus to further promote their understanding. Children listen attentively and repeat the names.

### Personal development, behaviour and welfare are good

The indoor and outdoor learning environments are stimulating and provide opportunities for children to make safe choices and decisions in their play. Children spend time outdoors each day in the thoughtfully designed garden. They develop their physical skills as they ride on wheeled toys and happily mix potions. Children develop their understanding of nature. For example, they watch the tadpoles develop and visit the local woods. Children develop their independence. For example, they manage their own self-care and independently pour their own drinks and serve themselves healthy snacks. Their physical well-being is supported.

### Outcomes for children are good

Children are motivated, confident and eager to learn. Young children learn how to record the distance their cars travel as they play. Older children demonstrate notable independence. For example, they remove their own painting off the easel, place it to dry on the drying rack and put their apron away. Children demonstrate a good knowledge of songs and rhymes and enjoy listening to stories. Children are developing good literacy and mathematical skills. They are well prepared for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	311306
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1064001
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Holmbridge Pre-School Committee
<b>Registered person unique reference number</b>	RP523683
<b>Date of previous inspection</b>	4 March 2013
<b>Telephone number</b>	01484 690561

Holmbridge Pre-School registered in 1992 and employs six members of staff. Of these, three hold appropriate early years qualifications at level 3, and one holds early years professional status and qualified teacher status. The pre-school opens Monday to Friday, from 7.30am until 6pm, during term time only. They operate a holiday club during Easter and two weeks in the summer holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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