

Went Valley Pre School

Kirk Smeaton C of E Primary School, Main Street, Kirk Smeaton, Pontefract, West Yorkshire, WF8 3JY



Inspection date

24 June 2016

Previous inspection date

8 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 make good progress in their learning and development from their starting points. Staff know children well and plan activities that enhance previous learning. This motivates children to explore and arouses their interests further.
- The key-person system is firmly established. Children are happy and settled in a safe and welcoming environment. They build strong bonds with staff who care for them. This promotes their independence and confidence and supports their play.
- Partnerships with parents are successful. Staff use various strategies to engage parents and obtain information from them about children's achievements at home. Parents highly praise the care and learning their children receive.
- Children are supported to move on to school as they are introduced sensitively to the transition. They are developing the necessary skills to help them embrace the experience with confidence.
- Leadership and management are good. Targeted action plans identify and address priorities for improvement. Monitoring of staff's performance ensures the quality of teaching is consistently improving. This facilitates children's learning.
- Systems for tracking and assessing children's development monitor their progress and identify any gaps in learning. The needs of individual and groups of children are supported well.

It is not yet outstanding because:

- Sometimes, the most able children are not highly challenged in their learning to extend their critical-thinking skills so that they make the very best possible progress.
- Some routines and activities are disrupted by too many children at any one time, which causes them to become distracted and sometimes affects some children's behaviour.

What the setting needs to do to improve further

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

- encourage the most able children to think and solve problems for themselves to challenge them and build on their critical-thinking skills
- reflect on ways to further improve activities and routines to enable all children to focus and concentrate more on the teaching and learning that is taking place.

Inspection activities

- The inspector had a tour of the pre-school and observed activities in all of the play areas. She also spoke to the children and staff members during the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff working at the pre-school. She also looked at the self-evaluation and development plan. The inspector viewed a selection of policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector held meetings with the manager. She also carried out a joint observation with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the procedures to follow should they have a concern about a child's welfare. Policies and procedures are reviewed regularly. Staff carry out daily safety checks and maintain close supervision to help ensure children can play in a safe environment. This means that children are well protected from harm. The manager and her qualified staff work well as a team. Clear arrangements for staff supervision and opportunities for regular training help to promote good outcomes for children. Partnerships with other providers are good. Staff share information about children's development to provide consistency for children's care and learning.

Quality of teaching, learning and assessment is good

Staff obtain information from parents about children's achievements on entry. This helps them establish children's starting points. Staff complete regular observations and assessments. They plan the next steps in learning for individual children, carefully checking their progress. Parents receive regular feedback about their child's learning and development. The quality of teaching is good. Staff play alongside children, talking to them and asking questions, explaining ideas and encouraging them to practise skills. For example, as they experiment with melting ice, staff remind children to rub the ice to help it melt faster, so they can find hidden objects. Children explore using the water to make marks on nearby blackboards. This contributes towards developing children's early literacy skills. Stimulating activities help children make links to their learning. Children develop a curiosity and interest in nature as they join staff in a bug hunt. Children proudly show what they have found and match creatures to nearby pictures. This helps children's understanding of the world in which they live.

Personal development, behaviour and welfare are good

Settling-in procedures ensure children settle quickly. Key persons gather good information from parents to support and meet children's needs well. This enables staff to follow children's home routines and care practices. Overall, the majority of children's behaviour is good. Staff are consistent in the management of children's behaviour. Children are encouraged to share and take turns and are supported to understand rules and boundaries appropriately for their age. Staff are calm and patient; they provide a stimulating and well-resourced environment. Children enjoy a healthy snack and thoroughly enjoy playing in the outdoor area. They use good hygiene procedures.

Outcomes for children are good

All children make good progress in relation to their starting points. Staff support children well to develop their knowledge, understanding and skills across the seven areas of learning. Children become confident individuals; they develop good social and communication skills. They respond to questions and contribute well to discussions. Children benefit from the close liaison between the pre-school and the host school. They become familiar with school routines and staff during visits. They are gaining good skills in readiness for the next stage in their learning and their move on to school.

Setting details

Unique reference number	EY306599
Local authority	North Yorkshire
Inspection number	861898
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	Lindsay Anne Beck
Registered person unique reference number	RP512317
Date of previous inspection	8 December 2011
Telephone number	01977 621521

Went Valley Pre School was registered in 2005 and operates from the community room within Kirk Smeaton Church of England Primary School. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, 4 or 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday. It also offers a lunch club on a Monday, Wednesday and Friday from midday to 1pm. The breakfast club opens at 7.30am until 8.50am and the after school club from 3.30pm until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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