

Cullingworth Pre-School

Village Hall, Church Street, Cullingworth, Bradford, West Yorkshire, BD13 5HN



Inspection date	22 October 2015
Previous inspection date	16 July 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Management has an excellent understanding of the requirements of the Early Years Foundation Stage. They lead exceptionally experienced, well-qualified and motivated staff. All staff deliver consistently high-quality teaching and learning experiences, which supports children to make outstanding progress in their learning.
- The manager and her team have an excellent view of the pre-school's strengths and weaknesses because they regularly evaluate practice and check children's progress.
- All staff place an exceptionally strong focus on helping children to develop communication and language skills. Staff interact extremely well with children. They introduce new words and ask questions that provoke children to think and express their ideas. Children are confident and skilled communicators.
- Staff form strong partnerships with local schools and other early years settings. The pre-school take children to visit the schools with their key person. This helps children to become familiar with the new environment and supports them exceptionally well emotionally for the move to school.
- Behaviour in the pre-school is excellent. Staff are wonderful role models for the children, demonstrating polite, friendly and patient behaviour. They support children to develop excellent social skills. For example, staff teach children how to play cooperatively together and encourage children to find solutions to minor disputes.
- Staff continuously assess children's progress through high-quality observations and plan and adapt activities according to children's individual needs.
- Safety is of the utmost priority for staff and they are all extremely vigilant in checking for possible risks. Children are actively involved in identifying and minimising risks and, as a result, they understand how to keep themselves safe.

What the setting needs to do to improve further

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

- enhance the existing excellent supervision of staff so it provides greater opportunities for them to learn from each other and reflect on the impact of their practice with children, so they can continue to raise standards and outcomes for children.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector held meetings with the manager and spoke to staff and children when appropriate during the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, and accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the manager's self-evaluation form and improvement plan.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager, staff, parents and the committee expertly evaluate the quality of the provision and the impact on children's progress. The manager identifies staff training needs through a robust system of supervision. She has identified the opportunity to make even greater use of supervision to help staff share their expertise with each other. Staff qualifications and ongoing professional development have a positive impact on the quality of the practice and new learning is quickly implemented. The arrangements for safeguarding are highly effective. All staff attend regular safeguarding training and have an exceptional knowledge of the procedures to follow if they have concerns about a child in their care. The pre-school has superb partnerships with other agencies and with parents, which ensures that children's needs are exceedingly well met.

Quality of teaching, learning and assessment is outstanding

Inspirational managers and staff have a very secure knowledge of the Early Years Foundation Stage and an excellent understanding of how children learn through their play. Staff have high expectations of themselves and the children. Children enjoy exploring interactive toys and sorting resources. They gain important skills to support their development, for example, through sharing and social interaction with other children. Children play uninterrupted for long periods and remain fully engaged and focused on their chosen activities. Staff are well qualified and have excellent teaching experience. They display an in-depth knowledge of how children learn and develop. They give children's communication and language development excellent attention. Staff ask challenging questions. They always give children time to respond and listen carefully to them. Children show that they are very eager to learn and are developing essential skills for the next stage in their lives.

Personal development, behaviour and welfare are outstanding

A friendly and inviting environment is provided for children who enter the pre-school confidently and are very excited about the activities available to them. Children settle quickly and demonstrate extremely close bonds and attachments to the staff team and their key person. Consequently, staff support children's emotional security and promote their self-esteem. Staff are exceptionally good role models who value children's individuality, ideas and achievements. They focus on and promote children's good behaviour at every opportunity. Children understand about good health and hygiene, and follow consistent routines. All staff have an excellent understanding of their responsibility to safeguard and protect children. They implement comprehensive policies and safe working practices exceptionally well, supporting children's safety, health and well-being.

Outcomes for children are outstanding

All children make high rates of progress across the areas of learning in relation to their starting points. Children become motivated and curious learners and develop excellent social, communication and physical skills. Children are prepared exceptionally well for the next stage in their learning, such as starting school.

Setting details

Unique reference number	301942
Local authority	Bradford
Inspection number	855009
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	48
Name of provider	Cullingworth Pre-School
Date of previous inspection	16 July 2010
Telephone number	07989 220 324

Cullingworth Pre-School registered in 1971 and is run by a voluntary committee. The pre-school is open Monday, Wednesday, Thursday and Friday between 9am to 3pm and Tuesdays between 9am to 1pm, during term time only. The pre-school currently employs nine members of staff. All hold appropriate early years qualifications at level 3 or above, including three with relevant early years degrees and one with Qualified Teacher Status. The pre-school provides funded early education for two-, three- and four-year-old children.

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