

Inspection of St John's Under 5's Pre-School

125 Heckmondwike Road, DEWSBURY, West Yorkshire WF13 3NT

Inspection date:

28 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children and families are supported to the highest level in this outstanding pre-school. Staff have a precise assessment process which starts at the children's home visit. They build on this knowledge of their key children over time. Staff intently observe children's interests and expertly plan activities around their key children's fascinations. Parents are involved in the assessment process from the start. Their contributions are valued and used. Children are given experiences to replenish those lost during the COVID-19 pandemic. For example, staff have focused on developing children's physical skills. Children are encouraged to walk on uneven surfaces, climb steps and experience extended periods of time in the outdoor play environment.

Staff have extremely high expectations of children. They ensure that no child is left behind. Delays in children's progress and development are identified swiftly. Staff plan and implement excellent early intervention strategies. For example, staff teach children with special educational needs and/or disabilities (SEND) to learn signs which help them communicate their needs effectively.

Children have wonderfully strong and trusting relationships with their key persons. These relationships ensure that children feel safe and secure at pre-school. Children are able to learn and play with confidence. They demonstrate independence and resilience in all that they do. Children's behaviour is exemplary. Staff ensure that children understand the pre-school rules by explaining their expectations clearly. They expertly role model good behaviour and language. Children consistently treat one another with kindness and respect, and they value one another's contributions during their play.

What does the early years setting do well and what does it need to do better?

- Leadership and management are inspirational. Leaders and managers work tirelessly to meet the needs of the children and families who attend. The management's improvement plans are delivered quickly and effectively to keep standards at the setting of the highest quality. The whole staff team shares the continuous drive for improvement. Staff have numerous opportunities for professional development and undertake regular training. This means that children consistently receive the highest quality of care and education.
- Children have access to a comprehensive range of home-learning materials. Staff tailor children's learning precisely to help them build on what they already know and can do. Parents contribute to this process. They report that they value being fully included in their children's learning journey. Parents are thrilled that their children are making accelerated progress.
- Children participate in a wealth of activities that support their speech and

language development. For example, two-year-old children delight as they blow bubbles, which helps them to develop the muscles they need for forming words. Staff strengthen older children's understanding of new vocabulary through touch, taste and smell. Staff repeat and reinforce new words consistently. Children are confident to try out these new words during their play.

- Children are encouraged to plan and try out their ideas. For example, they work together to create a see-saw outside with large and small materials. They test out how it works. Children make changes to improve their creations. They applaud one another's work and celebrate their achievements with staff.
- Children rapidly develop a love of reading. They have lots of opportunities to listen and enjoy stories throughout their day. Staff bring stories alive through their animated voices and gestures. Children are captivated with a story about three little pigs. They anticipate what happens next in the story and eagerly join in with the refrains.
- Children's emotional well-being is promoted consistently. Staff provide children with a 'well-being room', which creates a calm sensory experience that children can access during their day. This breakout space helps children to regulate their emotions with a supportive adult. Children enjoy learning about their emotions through stories, puppet play and explanations from responsive staff.
- Partnerships with parents are superb. Parents cannot speak highly enough of the team and its professionalism. They describe how key persons keep them fully informed about their children's learning and development. They value staff's extensive work with professionals and local schools. Parents have access to a wealth of support and information which the setting delivers through workshops.
- Children have ample opportunity to move their bodies and develop their large and small muscles. For example, children learn to use a range of tools. They confidently chop up vegetables in the home corner and squeeze the juice from lemons. Children dig, climb and expend their energy in the fresh air in the outside play area.
- Children with SEND are supported to the highest level. For example, staff deliver support plans from outside agencies with integrity. Vulnerable children and those from disadvantaged backgrounds flourish in the setting. Staff support children to move on to school and other settings extremely well. For example, teachers are invited into the setting to meet children before the end of their pre-school year. Key persons arrange meetings with receiving settings and schools to share key information about the children so that they have the best possible start.

Safeguarding

The arrangements for safeguarding are effective.

Staff at every level have a robust knowledge of the pre-school's safeguarding procedures. They have solid systems in place for recording any concerns about children's welfare. Staff know which professionals to refer concerns to when a child is at risk of harm. Staff have a strong knowledge of safeguarding issues, such as how to protect children from radicalisation and female genital mutilation. Staff hold

paediatric first-aid certificates. Leaders have thorough recruitment and induction procedures. The ongoing suitability of staff is checked at regular intervals. Deployment of staff is effective. Staff thoroughly risk assess the environment, and equipment is fit for purpose.

Setting details

Unique reference number	EY443547
Local authority	Kirklees
Inspection number	10149479
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	61
Name of registered person	St John's Under 5's Pre-School
Registered person unique reference number	RP531444
Telephone number	01924 407987
Date of previous inspection	11 January 2017

Information about this early years setting

St John's Under 5's Pre-School registered in 2012 and is located in Dewsbury, West Yorkshire. The pre-school employs 12 members of childcare staff. All 12 staff hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The pre-school operates during term time, from 9am until 3.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Bligh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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