

# Early Years @ Lightcliffe



Christchurch - Lightcliffe Site URC, Leeds Road, Lightcliffe, Halifax, West Yorkshire HX3 8NU

<b>Inspection date</b>	1 July 2019
Previous inspection date	13 January 2016

<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 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

- Staff access regular professional development opportunities. For instance, they have recently increased their knowledge of how to develop children's language development and awareness of phonics. This helps them to support children in their readiness for school.
- Children with special educational needs and/or disabilities are supported well and make progress. Staff work closely with outside agencies and parents to ensure continuity in children's care and learning.
- Staff observe children and regularly monitor their progress by tracking their development. They use information from assessments and children's interests to support their next steps in learning. All children make good progress.
- The key-person system is effective. Staff have positive bonds with children and support their emotional well-being successfully. Children are happy, secure and confident.
- The manager monitors the quality of staff practice. She regularly completes supervisory meetings and observes their interactions with children. Overall, this helps to raise the quality and consistency of teaching.
- Generally, partnerships with parents are good. Parents explain how the newly introduced electronic system allows them to see and contribute to their child's learning regularly.
- Occasionally, during group activities, staff do not adapt their teaching to help to ensure that the youngest children are supported as well as possible and are fully involved.
- Staff do not collect detailed information from parents about what their children already know and can do in order to inform their initial assessments when children first start.

## What the setting needs to do to improve further

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

- enhance the planning of group activities and adapt teaching strategies to help to meet the learning needs of younger children even more precisely
- obtain further information from parents about what their children already know and can do.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of leadership and management is good

The management team works well with the staff to accurately evaluate the strengths of the pre-school and set clear targets for further development. For instance, they plan to further develop the outdoor provision by constructing a water wall. Parents contribute to the evaluation process by completing questionnaires. The arrangements for safeguarding are effective. Staff are well trained in procedures for child protection, including identifying signs that children may be at risk of extreme influences. They identify and minimise risks to children in the setting successfully. The manager monitors the progress that key groups of children make. This helps her to identify any gaps in children's learning. The manager makes sure that any additional funding received for children's care and support is carefully used to meet their learning and development needs.

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

Staff create a warm, exciting, safe and accessible environment that nurtures children's independent learning. Children move freely between indoors and outdoors, which helps to facilitate their preferred learning styles and interests. Staff support children's mathematical development effectively. For example, they encourage children to talk about the size of the different towers they are building. Children have many opportunities to develop their physical skills. They play in the outdoor area and take part in activities to help their hand-to-eye coordination. For instance, children carefully pick up small objects with tweezers. Staff support children's communication and language skills well. They model clear words, and repeat and rephrase what children say. Staff work closely with local schools to help children make a smooth transition to their next stage in education.

### Personal development, behaviour and welfare are good

Staff greet children warmly on arrival. Children know the routine well. They swiftly hang up their coats and relax into activities of their choice. Staff support children to follow healthy practices successfully. Children enjoy daily access to fresh air, and are provided with balanced and nutritious snacks. Staff are good role models to the children in their care. They make good use of praise and clear guidance to support children's good behaviour. Children demonstrate high levels of confidence. For instance, at circle time they enthusiastically share items they have brought from home. Children have opportunities to gain a good knowledge and understanding of diversity through a range of activities and resources.

### Outcomes for children are good

Children develop good friendships and play well together. They confidently count and talk about the different shapes they have drawn. Children identify colours and follow instructions well. They immerse themselves in their play and demonstrate good coordination skills as they carefully fill a mini-muffin tray with bark. Children play imaginatively and energetically taking on the role of superheroes. The skills that children acquire prepare them well for their next stage in learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	303768
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10072792
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Early Years @ Lightcliffe Committee
<b>Registered person unique reference number</b>	RP904018
<b>Date of previous inspection</b>	13 January 2016
<b>Telephone number</b>	079 3028 9576 AND 01422207830

Early Years @ Lightcliffe registered in 1997 and is located in Halifax. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The pre-school opens during term time from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

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