

Inspection of Upper Hopton Pre-School

Croft House Community Centre, Jackroyd Lane, Upper Hopton, Mirfield, West Yorkshire WF14 8HS

Inspection date: 16 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident as they arrive at the pre-school and are greeted by staff. They happily turn to wave goodbye to their parents. Children make good friendships and enjoy playing alongside each other. They learn about a wide variety of topics as part of an ambitious curriculum, which is based on their interests and next steps in their development. Staff provide learning experiences that engage and motivate children. For example, children explore play dough. They use their finger muscles as they mould and sculpt play dough in their hands.

Children learn to be independent and confidently complete tasks for themselves. For example, staff encourage children to self-register when they arrive. They support children to put their own coats on before going outside and help to tidy up. They confidently sweep up oats after activities. Children learn to take turns and share equipment as they enthusiastically ride bicycles. Staff support children to take managed risks in the outdoor area to help build their self-confidence. Children carefully balance as they walk along on wooden posts. Staff deploy themselves well to help ensure that children are safe at all times. For instance, they support children to understand how to keep safe on the slippery posts.

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

- Children enjoy taking part in the different learning experiences available to them. For instance, they excitedly look for different creatures in the outdoor area and delight when they find wood lice and worms using their magnifying glasses. Children demonstrate great levels of curiosity and enjoyment. Children excitedly record their findings on paper.
- Staff introduce children to a wide range of stories and books. This enhances children's enjoyment and they show a love of books. Staff read enthusiastically to children in groups. They encourage children to join in with the storytelling of much-loved books.
- Children develop mathematical language, as staff thread it through their activities. For example, children count how many pieces of toast they have at snack time. Staff introduce mathematical language, such as 'full' and 'empty', as children scoop oats into bowls.
- Staff encourage children to use good manners and to be polite. For instance, they model using good manners when they pass toys and books. This results in children copying staff, passing their peers their drinks and receiving a 'thank you' in return.
- Managers have strengthened relationships with parents. They have introduced stay-and-play sessions for sharing information with parents. Managers provide parents with ideas for their children's learning at home and introduced a lending library. Parents comment that they have seen some real differences in the

communication received and the progress their children have made since the arrival of new managers. In addition, they feel the pre-school has become part of the family, and that staff go above and beyond in providing an exciting environment for children.

- Staff have lots of conversations with children to support their developing vocabulary. At group times, staff use pictures to implement rules, such as 'good listening'. Staff understand the need to talk to children. They ask open-ended questions to challenge children's understanding. However, there are times, some staff ask lots of questions in quick succession, so it is difficult for children to hear and understand what is asked of them. Children do not get the time they need to think and respond.
- Staff generally support children well as they engage in purposeful play and learning experiences. However, at times, some staff over-direct children's play. They do not always identify when it is more beneficial to allow children to explore their own ideas. This prevents children from maximising their own investigations and learning experiences.
- The committee is fully supportive of the curriculum and managers' vision for the quality of the provision. Staff say they feel incredibly well supported and valued by managers and committee. Managers skilfully evaluate the effectiveness of the pre-school to make sure that it constantly improves.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to give children enough time to think and respond to any questions
- develop staff's teaching skills further so that they allow children to carry out activities in their own way and do not over-direct their play and learning.

Setting details

Unique reference number	311348
Local authority	Kirklees
Inspection number	10367977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	26
Number of children on roll	15
Name of registered person	Upper Hopton Playgroup Committee
Registered person unique reference number	RP523269
Telephone number	07989 212296
Date of previous inspection	5 March 2019

Information about this early years setting

Upper Hopton Pre-School registered in 1993 and is managed by a voluntary committee. It operates from Croft House Community Centre in Mirfield, Wakefield. The pre-school employs six members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 or above, including the manager with a qualification at level 6. The pre-school opens during term time, from 9am to 3pm, Monday to Thursday, and from 9am to 1pm on Friday. It provides government-funded childcare.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- The manager took the inspector on a learning walk around the pre-school to share what staff provide and how this assists children in their learning and development.
- The quality of education during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with manager, committee members, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with a manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of 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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