

Inspection of Lane Pre-School Playgroup

Burnlee Road, Holmfirth HD9 2LE

Inspection date:

3 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and excited to come to pre-school. They show good levels of confidence and form close relationships with many of the adults who care for them. Staff work closely with families to support new children to settle and feel secure during their time at the pre-school. However, there are weaknesses in the key-person system that do not fully support continuity in children's emotional health, well-being or development.

Staff manage children's behaviour well. Children respond to staff reminders to have 'kind hands' and to take turns. Older children listen and respond well to instructions.

Staff provide a very nurturing environment, with plenty of time outdoors in the well-resourced pre-school garden. They support older children effectively to build their confidence to develop their physical skills. For example, children learn how to take safe risks as they challenge themselves on the outdoor balancing beam. Staff routinely sing songs and read stories to children to help develop communication and language skills. However, not all children's learning is consistently well supported to build on what they already know and can do. For instance, some staff do not recognise how their discussions with younger children can help extend their vocabulary, ideas and problem-solving skills. This means quieter, younger children are sometimes overlooked. This impacts on younger children's learning.

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

- There are weaknesses in the key-person system. Some children are not assigned a new key person when their previous person leaves. Although some parents are aware of who is the key person for their child, staff do not ensure that all parents know this information. This does not fully support continuity in children's emotional health, well-being or development.
- The required supervision of staff has not been consistent during a turbulent time of staff changes. This means there has been little support for staff's ongoing professional development and there has been a decline in the quality of staff's interactions. Younger children are not consistently getting the high-quality interactions and challenge they need. Some children wander about and do not show an interest in the resources and experiences on offer. This has an impact on the progress children can make.
- Leaders know what they want older children to learn across the curriculum to be ready for school. However, aspirations for younger children are not yet fully considered or embedded into staff practice. For example, while staff teach a mixed-age group of children during a throwing game with hoops and bean bags, staff interactions are often focused on older, more vocal children. This does not

help younger children to develop a rich understanding of different colours or the mathematical concepts it presents, such as counting, matching and estimating.

- Despite weaknesses, all staff are positive and caring role models, who support children's social skills. For instance, they sit with children during mealtimes and teach them good manners. Additionally, staff help them to gain skills they will need as they move on to school. For example, when children arrive, they are encouraged to put their lunch box and water bottle in the correct place.
- Children of all ages enjoy handling books and joining in with action songs. They enjoy developing their language and imagination skills as they practise making pancakes in the home corners, inside and outside.
- Staff have a key focus to support their children, families and community. They work hard to help families with any issues they may be facing, especially children with special educational needs and/or disabilities (SEND). For example, at the time of the inspection, parents were being supported to potty train and develop behaviour strategies at home. Staff work well with other professionals and the local school.
- Parents speak positively about the level of support they receive from the manager and staff. They say, 'they are extremely supportive with everything'. Staff make effective use of electronic communications to share some information with parents about their children. However, staff do not always make all parents aware of their children's next steps in learning and how they could help them at home. This, alongside a lack of information shared about the key-person arrangements, does not promote continuity of children's learning and development.
- Leaders reflect on the quality of the provision and have recently improved safeguarding policies and information and records for new families. There are plans for more community visits, forest school type activities and a planting and growing area to improve outcomes for children.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that all children are allocated a key person who understands their individual needs and supports their emotional health and development and that parents are aware of who their child's key person is	31/03/2025
implement robust procedures for supervision, coaching and mentoring to raise the quality of education to a consistently good level.	31/03/2025

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

- strengthen the curriculum plans to ensure that all staff have more precise intentions about what they want children to learn, in particular for the youngest children
- improve partnership working with parents to ensure they are aware of children's targeted learning plans and how these can be promoted at home.

Setting details

Unique reference number	EY236248
Local authority	Kirklees
Inspection number	10391439
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Lane Pre-School Playgroup Committee
Registered person unique reference number	RP520793
Telephone number	01484 683581
Date of previous inspection	28 November 2019

Information about this early years setting

Lane Pre-School Playgroup registered in 2003 and is located in Holmfirth. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above, including one who holds early years teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3.30pm. The pre-school offers government funded places for childcare.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- Staff 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 that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector discussed safeguarding policies and procedures and looked at relevant documentation. She reviewed evidence of the suitability of staff working in the nursery.

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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