

# Adel Pre-School

Inspection report for early years provision

---

**Unique reference number** 512647  
**Inspection date** 10/06/2009  
**Inspector** Linda Filewood

**Setting address** Gainsborough Avenue, Adel, Leeds, West Yorkshire, LS16  
7PQ

**Telephone number** 0113 2817979

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Adel Pre-School is committee run and opened in 1963 and operates from three rooms in a church hall in Adel, a suburb of Leeds. Children have access to an enclosed outdoor play area. The provision is open each weekday from 09.00 to 12.00, during school term times only.

The provision is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 39 children aged from two to under five years on roll. Children attend for a variety of sessions. The setting currently supports a number of children who have English as an additional language.

There are seven part-time staff and one full-time staff who work with children. Over half of the staff have appropriate early years qualifications. The setting receives support from the local authority and Pre-school Learning Alliance and provides funded early education for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. An established staff team cater appropriately for each child's individual needs and successfully support their welfare and development. They organise the environment well so that children access toys and equipment independently and effective systems are in place to promote inclusion. Children are safe and secure at all times, although the written risk assessments made of their environment do not fully comply with all the requirements of the Statutory Framework. There is a friendly partnership with parents who support the group well by serving on the management committee. Satisfactory monitoring systems and evaluation of the provision enable staff to implement and identify appropriate areas for development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of observations to identify learning opportunities that are better tailored to meet children's individual needs
- ensure all policies and procedures reflect the Statutory Framework for the Early Years Foundation Stage and are unique to the setting.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it is unique to the setting, review it regularly and include information on who conducted it and any action taken following a review or incident. (Safeguarding and promoting children's welfare)

24/06/2009

## **The leadership and management of the early years provision**

The provision is well organised and there is a warm, welcoming atmosphere which ensures that children settle quickly on arrival. Staff exchange detailed information about children with their parents, which they use effectively to help them provide for their individual needs. Good communication with their parents and other carers, such as childminders also means that any issues that arise, particularly regarding behaviour or development are cooperatively and consistently addressed. Parents support the pre-school well by becoming actively involved and taking a position on the management committee. They help ensure that funds raised during social events are effectively utilised to improve the outcomes for children.

Staff are all suitably qualified, appropriately vetted and most have first aid certificates. They are well supported through information and guidance provided by the local authority and the Pre-school Learning Alliance. Staff have a secure understanding of their role and responsibilities, especially in keeping children safe. They follow agreed local child protection procedures if they have concerns regarding the welfare of any child. All legally required records, policies and procedures are in place and their effective use increases the safety and welfare of the children. However, some of the written policies and the risk assessment of the playgroup environment are not unique to the setting. The complaints policy is not up-dated to reflect recent changes in legislation and the risk assessment does not fully meet all the legal requirements. The staff check all the rooms children use on a daily basis but not all potential areas of risk are reflected in the written risk assessment.

Staff meet regularly to discuss the activities, evaluate how well the provision is working and how well children are doing. This forms the basis of their self-evaluation process, which now includes a written evaluation in order to identify future areas for development in a more systematic way. Parents complete questionnaires so that their views are also considered. The staff have made positive improvements in developing the outdoor play area and have successfully addressed the weaknesses from their previous inspection, which have improved the outcomes for children.

## **The quality and standards of the early years provision**

Children enjoy a good variety of activities and resources which contribute well to their development and offer challenge to the more able. Staff support all children well, they praise them for their achievements and ensure activities flow with the children's interests. They provide children with extra resources to extend their play by, for instance, finding older children a tape measure when they show an interest in measuring themselves. Children follow instructions to stand against the fence and then they pass this information onto their friends. They discuss who is taller and children confidently recognise and write the numbers corresponding to their height. All children's mathematical ability is good. A new computer game is popular

and children dexterously place the mouse over moving shapes, count them and work out how many they have left to catch. They learn to take turns and are confident in the knowledge that they will all have time to have a go if they want one. Children are confident and chat happily about their family, holidays and what they are doing. They are comfortable in the pre-school routine and know, for example, that they must not sit down for snack without washing their hands first. They have plenty of opportunity for physical play to maintain their good health. For example, they ride around enthusiastically on bikes outdoors, crawl through large shapes after naming them and balance carefully on low planks indoors in the large hall. Children enjoy books, especially after snack time and handle the books carefully. Craft topics based around the characters in the books extend the children's enjoyment of the story. All children have the opportunity to participate in a good variety of creative activities during the morning. Displays of their pictures create a colourful environment and help to promote children's self-esteem.

Children, especially those whose family have English as an additional language, are becoming confident speakers. Staff ask for key words in a child's home language to support them to settle. Children use a good range of resources in daily play depicting diversity, for example, books, jigsaws and craft activities which support their understanding of the world around them. All children are well engaged in play throughout the session. They join in imaginative play happily with friends but also enjoy time on their own to concentrate on, for example, a difficult jigsaw. An improved outdoor play area extends the children's play experiences and offers them a safe surface on which to enjoy their physical play. They enjoy watching the bees on a flowering bush and discuss how bees make honey from the nectar. Staff use the opportunity well to remind children not to touch the bees, as their sting would hurt.

Staff have a sound understanding of the Early Years Foundation Stage curriculum and a good knowledge of all the children in their care. This gives effective support to each child and they all progress well towards the early learning goals. Each child's profile contains plenty of photographs, drawings and observations. Parents know they are available for them to look at, contribute to and take home to share with the family. Staff record regular observations of the children's development but do not always record sufficient detail to be effective when planning activities that promote children's individual future development. Planning is clear, detailed and supports the staff well in showing the expected learning outcomes from the activities but also flexible to allow for change.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 3 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

