

# Yeadon Town Hall Pre-school

Inspection report for early years provision

---

<b>Unique reference number</b>	EY314916
<b>Inspection date</b>	11/06/2009
<b>Inspector</b>	Dawn Bonica Brown
<b>Setting address</b>	Yeadon Town Hall, High Street, Yeadon, Leeds, West Yorkshire, LS19 7PP
<b>Telephone number</b>	0113 3910431
<b>Email</b>	
<b>Type of setting</b>	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**

Yeadon Town Hall Pre-school was registered in 2005. It is privately owned and operates from two rooms in the Town Hall building. The setting is registered to care for children on the Early Years Register and there is disabled access to the setting from the rear of the building.

The pre-school is registered to care for 30 children under five years. There are currently 65 children on roll. It opens on Mondays from 09.00 to 12.00 and from 12.30 to 15.30. On Tuesdays and Thursdays it opens from 09.00 to 12.00 and from 12.30 to 15.00. On Wednesdays and Fridays it open from 09.00 to 12.00 and is closed in the afternoon. The pre-school operates during term-time only.

The setting currently supports children with English as an additional language and there are nine adults, including the owner, who work with the children. Of these staff, six hold appropriate early years qualifications and one is working towards a qualification. The pre-school receives support from the local authority Early Years Child Development Partnership.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The needs of all children are routinely met because adults in the setting recognise the uniqueness of each child. The pre-school supports every child so that no group or individual is disadvantaged and all children make progress in most areas of their learning and development.

Children's welfare is promoted effectively and partnerships with parents and other agencies are used to promote good quality education and care. The setting's plans for the future are well targeted to bring about further improvement to the provision and good outcomes for children.

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

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

- provide children with a greater range of programmable toys and a wider range of opportunities to express themselves in imaginative play.

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

Staff in the pre-school carry out good maintenance of the records, policies and procedures required for safe and efficient management of the setting. They ensure that children remain safe by following safety procedures rigorously. All staff keep their first aid certificates up to date and attend training to keep themselves abreast of new developments in childcare. For example, the majority of staff have undertaken recent training in child protection, as well as ongoing training in

children's learning and development. They understand and follow the correct procedures for safeguarding children and carry out mainly good risk assessments for all areas of the setting.

Staff ensure the learning environment helps children make good progress towards the early learning goals. For example, almost all the play areas are freely accessible to children and activities and resources are inviting and attractive. Staff are welcoming and parents receive up-to-date information from the parents noticeboard, regular newsletters and a daily verbal exchange of information with staff.

The setting is monitored and evaluated through quality checks and self-assessments which involve all staff, parents and children. This is effective and leads to clear identification of targets for further improvement. Staff demonstrate a strong capacity to make necessary improvements and all recommendations from the last inspection have been addressed well.

Good recognition of children's learning or development needs means that children are identified and provided for. The setting employs staff who are qualified to care for children who need extra support and work with specialists, such as speech and language therapists, to promote their welfare. Children with English as an additional language are given appropriate support. For example, staff make their own resources, such as writing numbers in the child's home language, working with parents to learn words in the child's language and promoting children's self-esteem and confidence by valuing and celebrating aspects of their culture in the setting.

Staff have developed good relationships with parents. The parents are involved in their children's learning and development and comment positively on the good links that have been formed with schools to help make children's transition to school as smooth as possible. Parents are very happy with the service provided and contribute to their children's development records with their own observations of development.

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

Staff demonstrate a good level of knowledge and understanding of how children learn and develop. There is sound planning for individuals to ensure that children receive an enjoyable and challenging experience. The adults encourage children to make choices and decisions as they enjoy a wide range of resources and activities. For example, small groups play cooperatively at being drivers, using a steering wheel unit. Others engage in solitary play with small world and construction toys. Several younger children busily roll out play dough, turning it over and rolling again, while older children make shapes with it using cutters.

Children are constantly busy in the setting, some of them joining forces to play cooperatively in the home play area, using baskets to gather utensils to 'do the washing up'. Others investigate in the sand, or make paper planes, which they

then practise throwing and which involves taking turns to use the tape dispenser. Jigsaws cover a range of abilities and children demonstrate other problem solving skills as they use a small trampoline as a chair for a group chat. Children's physical development is promoted through opportunities to practise on a range of equipment, such as a trampoline, a balancing frame and a climbing frame. They gain a sense of spatial awareness and learn about their bodies as they engage in group games, dancing and singing to music and musical instruments. Staff promote children's interest in books and stories by sitting with them in a cosy book area to read stories to them. Children select books on their own to look at the pictures.

Staff are capable and knowledgeable about managing children's behaviour and teach children to behave in ways that are safe. They learn how to develop an understanding of dangers and how to stay safe by using equipment, such as the climbing frame, sensibly. Children learn how to cross roads through practising on their daily outings. Adults teach children to be active and to understand the benefits of physical activity by engaging them in daily physical activity. Children learn how to use tools, such as scissors and staplers, and understand the uses of a variety of equipment. For example, they learn how to rub stencils and use a pencil sharpener when they find the crayon is blunt. Staff encourage children to be independent at personal hygiene and to understand and adopt healthy habits, such as appropriate times to wash their hands.

Adults provide well planned, purposeful play and exploration in most areas of learning, with a balance of adult-led and child-led activities. They support children to be active learners, to be creative and think critically. For example, children's special interests are given priority. When children bring in objects from home, such as a book about frogs, it initiates several activities about frogs and other mini-beasts. A child's interest in dinosaurs initiates small world activities about dinosaurs, as well as physical play on a dinosaur theme. Children's knowledge and understanding of the world are promoted through their investigation of wild life, planting seeds and growing flowers and vegetables. However, there are limited opportunities for them to use programmable toys and use of the computer is restricted. Also, opportunities for them to use their imagination through dressing up are limited.

Information from observation and assessment is used well in most instances to ensure that children achieve as much as they can in relation to their starting points and capabilities. Through the key worker system, staff get to know children well and this, together with observations in the setting, helps staff to build up a useful picture of each child and to plan the next step in their learning effectively, in most areas of their learning.

## 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.	2

### 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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### 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?	2
How well are children helped to be healthy?	3
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?	3

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)

