

Kirkstall St Stephen's Pre-School

Inspection report for early years provision

Unique reference number	EY246034
Inspection date	12/07/2010
Inspector	Tony Anderson
Setting address	Kirkstall St Stephen's C of E School, Morris Lane, Leeds, West Yorkshire, LS5 3JD
Telephone number	0113 2749338
Email	susanhudsonkss@hotmail.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kirkstall St Stephen's Pre-School is run by a management committee and has been registered since 2002. It operates from a dedicated playroom within Kirkstall St Stephen's Church of England Primary School in the Kirkstall area of Leeds. Children also have access to a secure enclosed external playground facility. The pre-school is open Monday to Friday from 9am to 3.30pm during term time only. It is registered by Ofsted on the Early Years Register. A maximum of 26 children aged two years to the end of the early years age group may attend the pre-school at any one time. There are currently 43 children on roll who are within the Early Years Foundation Stage. Of these, 35 are in receipt of funding for early education. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are six members of staff who work directly with the children. Of these, five hold a relevant early years qualification, one at level 5, three at level 3 and one at level 2. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-documented care and welfare systems and procedures are in place and are effectively administered to help and support children's safety and well-being. Observations and assessments of young children are utilised well to support their learning and are increasingly linked to their next steps of development. Partnerships with parents and carers are good and effective use is made of the links with external agencies and other early years professionals to support children's progress. Management implements robust and effective systems and procedures to evaluate the provision's strengths and areas for development. The pre-school's capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the records of observations and assessments and use these to plan the next steps in a child's development and progress
- develop further opportunities for children to move freely between the indoor and outdoor play and learning environments.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems, including safeguarding, are fully in place and staff are appropriately qualified and trained for their roles and responsibilities. Welfare policies and care procedures are well defined and appropriately administered by a dedicated and effective staff team. Staff are appropriate role

models for young children and work hard to provide an inclusive environment in which equality and diversity are celebrated. Children with special education needs and/or disabilities or who speak English as an additional language are well supported. The quality and range of play and learning resources are good. However, opportunities for children to initiate their own play and choose whether to play indoors and outdoors are not maximised. Regular observations of children at play are used to record their main interests and assess their progress in the six areas of learning. However, the recorded information is not always sufficiently linked towards their next steps of development.

Parents and carers speak very positively of the provision and say that they are consistently well informed about their child's ongoing development. They have regular informal discussions with staff, including their child's key worker, with whom they are encouraged to view their child's learning journey booklets. The relationships with other early years professionals and external agencies are very positive. Transition arrangements to support children moving up to the main school are very well organised and are backed up with detailed summaries of each child's progress at the pre-school. This helps children to settle quickly and the effective transition process is much appreciated by parents and carers. The pre-school's systems of self-evaluation of its strengths and areas for development are robust and are helping management to swiftly move towards a system of continuous improvement.

The quality and standards of the early years provision and outcomes for children

Staff have a good and effective knowledge of how young children learn through play. For example, children thoroughly enjoy a parachute game which the attentive staff lead and direct well to support children to work together to lift the edges. There is an audible scream of delight as children run underneath the parachute and emerge from the other side. As well as supporting their physical development, this adds to children's sense of achievement by encouraging them to work as a team and to listen and carefully follow the instructions given to them by staff. Children's attitudes and behaviour are consistently good and are a reflection of the well-organised provision in which every child, including those with special educational needs and/or disabilities or who speak English as an additional language, makes positive levels of progress. Children show a developing understanding of personal hygiene as they are encouraged to wash their hands before eating or after visiting the toilet. They follow the rules when undertaking one of the frequent fire evacuation drills and act sensibly and with safety when inside the main playroom.

Children thoroughly enjoy playing with dough and using their creative skills to roll it into shapes of their own choice and design. Others have fun in the wet play and sand pit zone where they know to put on protective clothing to keep them dry and safe. Children enjoy playing with toy trains, cars and aeroplanes as they learn about different modes of transport. They love painting and drawing and children are cleverly introduced to the word 'orange' by a member of staff as they accidentally mix the colours of red and yellow together. Two children collaborate

well as a team as they design various shapes and structures in a construction game of their choice. Children love the dressing up zone where they can try on different costumes and play pretend games with their friends.

Celebrations of world festivals, such as Diwali and the Chinese New Year, in addition to the Christian festivals of Christmas and Easter, help children to gain an understanding of diversity and the different cultures of the world. This is further prompted through planned activities and group time discussions. For example, a brief circle time before lunch includes examples of fruit from around the world which children are challenged to identify by both name and colour. Children are encouraged to suggest which song they would like to sing, such as 'Baa, Baa, Black Sheep', which all children then sing with gusto. Children demonstrate developing manners when eating snacks which include cheese and crackers, fresh vegetables and fruit. They are encouraged to help themselves to a drink of water or juice and this helps to promote their independence. Children chatter politely to each other, and staff encourage them to further develop their speaking and listening skills. As a result of the positive provision offered, children make good progress towards their future development and well-being.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

