

# Adel Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	512647
<b>Inspection date</b>	25 May 2006
<b>Inspector</b>	Jane Elizabeth O'Callaghan
<b>Setting Address</b>	Gainsborough Avenue, Adel, Leeds, West Yorkshire, LS16 7PQ
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<b>Registered person</b>	Adel Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Adel Pre-School was established in 1963. It operates from three rooms in a church hall, in a suburb of Leeds known as Adel. The pre-school serves the local area.

There are currently 32 children, aged between two and a half and four and a half years, on roll. This includes 20 funded three-year-olds and four-year-olds. Children attend for a variety of sessions. The setting currently supports three children who have English as an additional language. There are no children currently attending that have special needs.

The group opens five days a week, during school term times only. Sessions are from 09.00 until 12.00.

There are five part-time staff and two full-time staff who work with children. Over half of these children have early years qualifications to NVQ level two or three. All staff are currently working towards a recognised early years qualification and further development. The setting receives support from a teacher from the early years development and childcare partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop a good approach to their health through the staff's positive practices and procedures. This meets the children's needs effectively through personal hygiene, physical activities and promotion of healthy foods. For example, the children wash their hands regularly before snack time, messy play, touching insects and outdoor play. Children are becoming increasingly independent in their personal care and physical skills.

All the staff have attended relevant first aid courses, and this is ongoing. All accident and medication records are completed correctly and are kept in a confidential manner. Some staff have completed a health and safety course, ensuring that the children are in a good environment.

Children test and develop physical skills and control their movement through the access to a good range of experiences and activities, both inside and outside the setting. Staff have a good knowledge of children's development to enable the youngest children to be eager to try out new skills and seek support when needed. For example, balancing on a beam, planting of seeds and riding of bicycles and cars.

The children enjoy fresh fruit, vegetables, cheese and other healthy options at snack times. The kitchen area, which is used specifically for preparation of the children's snacks, is clean and some staff have attended a food hygiene course.

Some of the staff have attended Birth to three training and include this in detailed planning. They cascade the training to all staff and also complete profiles for children in detail.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff ensure risks of accidental injury are lessened, through the detailed and effective safety policy and procedures that are in place. However, one area needs to be addressed, to ensure the safety of children. All visitors have to show identity and then sign in the visitor's book.

Children are encouraged to be responsible to tidy up and help prepare the areas for snack times. The children use good quality resources and equipment, which are appropriate to their developmental needs and children can access some of these independently. Children learn about dangers around them and how to protect themselves. For example, walking quietly, lining up to go to the toilet and the importance of fire drills.

The children are well protected by staff who have a sound understanding of child protection, through detailed policies and procedures. The staff are fully aware of the importance of updating training in child protection and are in the process of attending courses. This practice promotes the importance of children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and enjoy coming to the pre-school. The staff are keen and interested in the children. Staff are extending their knowledge and skills for the children who are under three-years-old; they are also developing their programme of activities. The younger children

are developing a sense of self and belonging. Staff in the pre-school have a sound understanding of the Foundation Stage curriculum to provide the children with good learning opportunities, through the training that they have attended.

Staff provide continuity of care for the children under three-years-old, which ensures their routines and needs are overall well met. For example, some staff have attended Birth to three matters, and put this into place through the good planning and activities provided. Good relationships are established that enhance children's independence and promote their development of well-being appropriately. This is achieved by all the children accessing a selection of age appropriate toys, equipment and activities that are available. Children can request any activities that they want to play with, and staff will access these.

### Nursery Education

The quality of the teaching and learning is good. The children are keen to learn and participate in the range of activities that are offered, all of which are suitably organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together, follow routines safely and accept responsibility for their actions. The children have good levels of concentration and imagination, and on occasions, offer and extend their ideas through their play. For example, when taking part in the 'maypole dancing' in front of parents. There are displays of the children's work, which shows a variety of resources used, such as painting and shapes patterns.

Children communicate well, both with each other and members of staff. For example, staff encourage the children to share their experiences in what they know; they encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children have some opportunities to mark make and recognise letters in their names. For example, at snack time children select their own name prior to sitting at the table. However, there are missed opportunities for children to use their writing skills.

The children are developing their confidence and use of numbers, and counting to ten and beyond for the older children, in their daily activities. However, children have limited opportunities to develop their mathematical understanding. They use the computer on a daily basis, providing games to enhance their mathematical and fine motor skills.

Children are independent in most aspects of their play and personal care. For example, children serve themselves at snack times and put coats on for outside play. Children are very confident in their play and everyday activities, through accessing toys and equipment independently, that are available for them. Children are happy, secure and have good personal and social skills, developed through staff being good role models. For example, children were heard to say 'sorry, thank you and please', without being reminded.

The children are able to explore and investigate their surroundings in the pre-school garden, on visits and through topics. For example, growing and planting cress, lemon balm and visits from outside agencies, such as the local fire service, nurse and parents. Physical skills are well balanced, and the children are confident in their use of both large and small equipment. Creative experiences and resources assist the children to make sense of the world around them. For example, a parent came in to show the children how to make Brioche Bread and the celebration of May Day (maypole dancing).

Assessment of the children's learning and progress is managed by the child's key worker. Evaluation of activities and ongoing plans and profiles showing the next step for children to progress to are recorded correctly. This ensures planning for individual children is effective.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed and valued and staff are responsive to their individual needs. Children's behaviour is good and staff promote positive role models for the children in taking turns and to share. The children are learning to take responsibility for their actions within realistic boundaries for them to follow. Their understanding of right and wrong is increased, as they respond to gentle reminders to respect and care for resources and their environment.

The children have access to resources that promote diversity and they are beginning to learn about the world around them. Children with special needs are very well supported and effective arrangements are in place. Some visitors come into the pre-school, and the children have occasional outings to extend their experiences. Children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents is good. Children benefit from the parent's positive relationships developed with staff. They are encouraged to be involved at the start of their child's time at pre-school. Appropriate information is given to parents through a detailed prospectus, open days and regular newsletters, which include the topics children are to do in the pre-school and how parents can support their child. Opportunities are offered to them to attend group to discuss their child's progress.

### **Organisation**

The organisation is good.

The premises are well presented and offer suitable space for all the children, both inside and outside, this supports the children's overall learning and play opportunities. There are suitable detailed policies and procedures that promote and contribute to children's welfare and safety. However, not all policies and procedures are available and are in the process of being re-written. There are effective procedures in place for the recruitment and induction of staff. Appraisals are carried out efficiently and regularly, which provide clear training plans for all staff to develop their skills. For example, Birth to three framework and child protection.

A key worker system is established for all the children and staff are consistent, which provides both the children and parents with continuity of care and contact.

The leadership and management of the nursery education is good. Some staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop. Birth to three matters training has been attended by some staff and this is on going and follow good procedures and evaluation for the planning of activities for all children. There are formal evaluations of staff performance and appraisals are used to monitor staff development. Assessment records are updated by key workers, who monitor children's achievement and development.

Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection, the group were asked to develop resources to promote positive images of disability. The group now have a good selection of resources that reflect positive images of culture, ethnicity, gender and disability. For example, jigsaws, dressing up, role play and the celebration of different festivals, including Chinese New Year, May Day, Christmas and Eide. This practice ensures children knowledge and understanding of the wider world is developed.

The group were also asked to develop staff's knowledge and understanding of child protection issues. The group have developed policy and procedures; all of this is detailed and available to both parents and inspections. Staff have attended child protection training and are aware of the procedures to take, ensuring that the children are cared for in a safe environment.

They were also asked to ensure that documentation, with regard to accident records, are fully maintained at all times. All accident records are completed with all the required information, ensuring that the children are in a safe environment.

The group were asked to ensure parents and staff are aware of procedures to be followed if a child becomes ill whilst in the group. They now have a detailed sick children's policy, which is available to staff and parents, ensuring children are care for in a safe environment.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all policies and procedures are readily available
- ensure the entrance is secure throughout the session
- develop complaint procedure, that meets new regulation

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure ch have regular opportunities to see numbers at their level and staff provide more opportunities to develop early mathematical understanding
- Increase opportunities for children to practice their writing skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)