



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 512647

DfES Number: 535398

### INSPECTION DETAILS

Inspection Date 23/03/2004  
Inspector Name Thecla Grant

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Adel Pre-School  
Setting Address Gainsborough Avenue  
Adel  
Leeds  
West Yorkshire  
LS16 7PQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Adel Pre-School 523467

### ORGANISATION DETAILS

Name Adel Pre-School  
Address Gainsborough Avenue  
Adel  
Leeds  
West Yorkshire  
LS16 7PQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

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 thirty-four children aged between two and a half and four and a half years, on roll. This includes six funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting currently supports one child who has 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 12:00hrs.

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

### How good is the Day Care?

Adel Pre-School provides satisfactory care for children. The rooms are safe, clean, warm and very welcoming and the space is used effectively. There are clear routines in place to help the children feel secure. The staff give good attention to the children's individual dietary needs and teach them the importance of following good routines of personal hygiene. Staff take positive steps to promote children's health and safety in most areas.

There is a very good range of toys, play equipment and activities which are planned, and this enables the staff to provide the children with enjoyable and stimulating activities and encourage their learning in all areas. There are however limited resources available that promote disabilities in a positive manner. The staff build positive relationships with the children and take an interest in what they say and do.

Strong and trusting relationships with the parents are in place. Staff share information about the setting and its policies and procedures well, and keep parents informed about their child's development. Parents understand the behaviour policy and the children behave well and do what is expected of them. Documentation is organised and most is maintained appropriately. Staff are aware of the group's policies and procedures, although most staff need to develop a greater knowledge of child protection issues.

#### **What has improved since the last inspection?**

All actions previously raised have been met. The staff have suitably improved children's safety by ensuring children do not access the storage area which leads to the toilets, without adult supervision and one member of staff has attended child protection training.

#### **What is being done well?**

- The space and resources are organised effectively. Rooms are set out and equipment clearly define areas of play. Children can easily access the equipment and toys and develop skills in independence.
- Staff are aware of risks to children's safety. They ensure the physical environment is safe and secure and complete daily risk assessments before children use all areas.
- Partnerships with parents are strong and trusting. The staff use a variety of methods to inform parents on information about the setting, for example, newsletters, noticeboards, children's work is displayed and each parent is given a tour of the nursery with the activities being explained.
- The staff give good attention to the children's individual dietary needs and teach them the importance of following good routines of personal hygiene. The children have varied snacks and these sometimes reflect the current theme or other countries.

#### **What needs to be improved?**

- resources that promote disabilities in a positive manner.
- procedures for staff to follow if a child becomes ill whilst in day-care.
- staff's knowledge and understanding of child protection procedures.
- documentation, with regard to records being maintained at all times.

#### **Outcome of the inspection**

Satisfactory

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## **WHAT NEEDS TO BE DONE NEXT?**

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure parents and staff are aware of procedures to be followed if a child becomes ill whilst in day care.
9	Develop resources to promote positive images of disability.
13	Develop staff's knowledge and understanding of child protection issues.
14	Ensure documentation, with regard to accident records, are fully maintained at all times.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Children at Adel Pre-School are making good progress overall towards the early learning goals. They make generally good progress in personal social and emotional and mathematical development. In all other areas children are making very good progress.

The quality of teaching is generally good with some very good aspects. Staff are developing their understanding of the early learning goals and detailed planning ensures that children learn through a good range of exciting and appropriate practical activities. Staff give high priority to nurturing children's knowledge and understanding of the world and communication language and literacy. Good equipment and resources are used appropriately in all areas of the group. However, opportunities are missed for more able children to be challenged and follow tasks through which sometimes leads to them becoming bored. The assessment system is newly developed. Staff record observations of children's responses to learning by evaluating the outcome of the focus activities.

Leadership & management is very good. The nursery benefits from strong leadership from the manager and good support from the management committee. Staff are committed to improving the care and education of the setting. They welcome the support from the advisory teacher and have implemented her suggestions. Evaluation and monitoring of the provision is in progress.

Partnership with parents is very good. Parents are given good information about topics, activities and routines. They are able to share information regularly with staff about children's progress. They have good opportunities to be involved in learning, for example, becoming involved in the helping procedure.

### What is being done well?

- Children are confident in writing their own name and understand letters by sound. They are able to reflect their experiences confidently. Children are beginning to talk activities through and respond to simple instructions.
- Children learn about features of the environment through exploration and observation. They enjoy visits to the local farm; speakers who are invited into the setting such as dentist, police persons. They take part in celebrating different cultural festivals through creative activities and experience different foods. They explore living things for example tadpoles.
- Partnership with parents is very good staff encourage parents to become involved with the care of their children. They are aware of the policy and procedures of the setting. Parents are happy with the care of their children and enjoy the warm and friendly atmosphere by staff.

- The leadership and management is very good. The nursery benefits from strong leadership from the manager and good support from the management committee. Staff are committed to improving the care and education of the setting. They welcome the support from the advisory teacher and have implemented her suggestions.

#### **What needs to be improved?**

- the children's knowledge of numbers to include simple mathematical problem solving
- the opportunities to challenge more able children and extend communication so they become independent learners.

#### **What has improved since the last inspection?**

The group have made generally good progress toward improvement since the last inspection. Staff have sufficiently improved systems of monitoring and assessment that reflect the early learning goals; children's profiles and planning are implemented. Very good attention is given to communication language and literacy. Staff are effectively developed the outdoor area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to form good relationships they seek others to share experiences for example four-year-old calls her friend to join her in the mark making area. Children show increasing independence and sense of belonging three-year-old confidently sings 'twinkle little star' on her own in front of the group. However, opportunities are missed for children to tackle problems and enjoy self-chosen challenges.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to respond to and carry out simple instructions. For example during snack time 4-year-old asked to give two pieces of banana to a child. He carries out this task with confidence. Three and four-year olds give new meaning to objects as they creat a pizza out of sand. Most children are confidently writing their name, they are naming and sounding letter of the alphabet.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a keen interest in numbers and counting they enjoy joining in with number and rhymes songs. They willingly attempt to count. Three-year-old counting number of animals; counts to ten. Children show interest in shape and uses size language such as little, big. However, opportunities are missed to challenge the more able children in simple calculation, for example when separating and matching animals.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to understand a sense of place and show and interest in the world in which they live; three-year-old describes simple features of events from skiing and visit to the butterfly house. Children investigate objects they are growing beetroot and carrot tops. All children are beginning to operate simple technology well.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Three and four year olds move confidently and imaginatively they use balancing beams to walk side ways; they crawl on their stomach through the tunnel and jump on the trampoline. Children have a good sense of spatial awareness they negotiate appropriate pathways when walking and running. Three and four- year-olds wash hands with adult support. The children are able to competently dry their hands on their own.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children are able to differentiate colours three-year-old mixes blue and yellow. Another three-year-old explores texture by putting the paint on his hands, he then mixes the colours and puts them on the paper. Children show an interest in the way musical instruments sound as they chose from the musical instruments on the table. Children engage in imaginative role play based on first-hand experiences.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- provide wider opportunities to develop children's knowledge of numbers to include simple mathematical problem solving
- increase the opportunities to challenge more able children so that they become independent learners
- develop staff interaction which extends children's knowledge so they become motivated to learn.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*