

# Neasden Pre-School & Extended School

100 Bellfield Avenue, HULL, HU8 0AD

## Inspection date

Previous inspection date

13/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The pre-school provide the children with a warm, welcoming environment where the close and supportive relationships formed with the staff enable all the children to be secure and settled.
- The thoughtfully planned playroom provides an enabling environment for the children to develop their independence and engage in purposeful play.
- Staff regularly observe and assess the children and provide activities to motivate and engage them to think about what they do. This enables them to make positive ongoing progress.
- The partnerships formed with the parents are well established and ensure a positive shared approach to the children's ongoing learning and development.

### It is not yet outstanding because

- The outside play areas are not yet fully developed to offer the range of quality experiences children receive indoors; to further enhance their interests and learning opportunities.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and outside areas used by the children.
- The inspector held discussions with the managers and staff.
- The inspector looked at children's learning journey files, planning and a selection of other records and documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Christine Tipple

## Full Report

### Information about the setting

Neasdon Pre-School and Extended School Limited was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in single storey building on the east side of Hull and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from the main play room and an adjacent smaller room the pre-school have sole use of the building. There are enclosed areas front and rear of the building for outdoor play.

The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 to 5. The pre-school opens Monday to Friday term time only. Sessions are from 7.30am until 5.45pm this includes the breakfast and after school club. Pre-school children attend for a variety of sessions these start from 9am to 12pm and 12.30 to 3.30pm. There are currently 92 children attending the services provided on site and of these 42 are within the early years age group. The pre-school provides funded early education for three- and four-year-old children. The nursery is part of the local Early Years Support Group.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the opportunities provided outside to further enhance children's different interests and learning experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children come into pre-school happy and keen to engage in the wide range of activities and learning opportunities provided. Children are very settled due to the positive support provided by the staff from when they start pre-school. Information is shared in the 'all about me' form and this enables the key person to know about each child's routines, interests and to use this to provide activities relevant to those needs. Children enjoy what they do and this is reflected in their delight in sharing their achievements. Staff effectively support children to make ongoing progress in their learning and development. They use the aims of effective teaching and learning to underpin what is provided to motivate and challenge children in what they do. Staff through their detailed observations and assessments prepare individual planning for the children enabling them develop their interests and direct their own play. This approach further enhances children's learning as they follow activities at their own pace and are able to come back to these and to further practise their skills. For example, using the interactive white board to practise using the various learning games.

The children learn to get their coats and shoes on to go outside and in managing other tasks, such as, snack time and their personal care. The children self register as they arrive this enables to start and recognise their own name. The staff support the children in these tasks to prepare them to be independent and confident as they move onto other settings

and school. The book lending service is very well used by parents. This extends the children's language development at home by them talking about the story and sharing what they see in the pictures. Parents contribute to their children's assessments through supporting their identified next steps at home. Older children show enthusiasm in their emerging writing skills. They readily want to write their names and numbers. Circle time is used to provide opportunities for all the children to share news from home. This encourages them to take turns and listen to each other and to develop their confidence in talking in a group.

Displays around the pre-school are a celebration of the children's creative work and ideas, such as the local fun fair and pictures of their faces as they see themselves. The children go outside daily to play and this provides them with the freedom to be physically active. This is extended with walks and outings to the park to use different equipment or to collect resources, such as leaves when they fall off the trees. They visit the local post office, supermarket and library. However, the outside areas at pre-school are not yet developed in the range of resources provided. To fully offer the quality of different experiences children receive indoors to further extend their learning opportunities.

### **The contribution of the early years provision to the well-being of children**

The staff team are very caring and supportive. This contributes effectively to children feeling safe and secure and forming trusting relationships with the staff from starting pre-school. The well planned playroom and the varied range of quality resources and equipment fully support the children to explore and develop their learning experiences very well. Children move around the different areas and access resources independently to make choices this further enhances their self-assurance. Children's behaviour is good and an important part of the staffs support for the children's personal, social and emotional development. They provide clear and appropriate expectations for the children which reflects their needs and understanding. Emphasis is placed on building their self-esteem and confidence to prepare them to move forward and progress. Staff support children well to share and be aware of others around them and are sensitive to the children's anger, fears and concerns. This is managed through the children's 'emotions and feelings' board. Children make pictures to express their feelings and talk about this, such as making a picture of 'the angry bird'; which was important for a child to work through how they felt at the time.

The pre-school provide children with various snacks. These offer a variety of healthy choices for them, such as fruit and vegetable sticks. Parents provide their children's packed lunch. The snack area displays a selection of photographs and information about foods that are good for you and those that are not. This effectively fosters the children's understanding of being healthy in what you eat. Care of children when ill is fully shared with parents as part of the staff's approach to minimise cross infection. Children manage their personal care well and all facilities are at the children's height to enable them to be independent. Safety is managed with the children as part of the daily routines. Staff inform them about keeping safe, such as not running inside as they may fall and hurt themselves. The children wear fluorescent jackets when on walks and visits. The staff

discuss how they keep safe when out and about and to be aware of cars and traffic around them. This helps children develop a good understanding of safe practices. The level of support and guidance provided for the children fully prepares them to move onto school.

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

The children's well-being is managed effectively as staff are vigilant in their approach to children's ongoing safety and protection. The safeguarding procedures are comprehensive and provide clear details of who to contact if they had a concern about a child. Risk assessments reduce any hazards in the areas used by the children. The well presented range of policies and procedures are detailed and are reviewed to ensure these follow current guidelines and practices. All are fully shared with parents and displayed at all times. Staff recruitment and selection procedures are robust. New staff follow an induction programme and there are regular staff appraisals and team meetings. These along with the children's and parent's comments and feedback from the local authority all contribute to the pre-school's evaluation and development plan effectively.

The partnerships within the community are strong. Staff work with health and other early years providers to offer a shared approach to support children in meeting their needs effectively. Staff provide transition records which are shared with the school. These include details of the children's learning and achievements and other comments from parents and staff. Visits to school and discussions with the children all contribute to them moving onto school with confidence. The relationships formed with the parents is very good. There is a wealth of information shared with them to ensure they are informed on all areas of the pre-school provision and purpose. The staff provide ongoing opportunities for parents to contribute to their children's learning at home through sharing the outcomes of the children's assessments and identified next steps. The 'home news book' is well used by parents and shared at circle time with the children. This enables them to talk about what they have done at home, such as a special celebration. Parents feel very welcomed by the staff. Their comments are very appreciative of the effort staff put into the range and quality of play and activities provided to support their children's learning. They see that their children are happy and how they are progressing and they can share in this at home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

Unique reference number	EY450725
Local authority	Kingston upon Hull
Inspection number	805104

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Neasden Pre-School & Extended School Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01482 783616

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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