

The Northern Lights Pre-School and Out of School Club

3 Raven Street, HALIFAX, West Yorkshire, HX1 4NB

Inspection date

Previous inspection date

29/04/2013

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

- Highly effective observation, tracking and assessment systems are well used by practitioners to ensure all children are challenged and reach their full potential.
- Practitioners demonstrate a good understanding of child development and use this information effectively to challenge and stimulate children.
- High-quality professional leadership and management is provided ensuring the quality of the provision for the children and families is greatly improved.
- Children's individual needs are quickly identified and are met through effective partnerships with other providers and outside agencies.

It is not yet outstanding because

- There is scope to promote children's all-round development through physical play, exercise and fresh air.
- Communication with those parents who are more reluctant to contribute is not yet fully established.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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

- Joint observations were conducted with the manager and practitioners during an adult-led indoor activities.
- The inspector spoke with different practitioners during the inspection.
- The inspector took account of the views of parents spoken to on the day.

- During the inspection the inspector viewed children's assessment and planning
- records. Regulatory documentation regarding adults suitability, children's details and any relevant information.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

The Northern Lights Pre-School and Out of School Club was registered in October 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a community centre in Halifax, West Yorkshire and is managed by a voluntary organisation.

The setting serves the local area and is accessible to all children. It operates from a large playroom and a large hall on the ground floor and there is an enclosed area available for outdoor play.

The setting employs four members of staff. Of these, two hold appropriate early years qualifications at level 3. In addition the manager holds a B.A. and Masters in Early Years. The setting is open Monday to Friday, term time only. Sessions are from 9am to 11.30am and 12 noon to 3pm, with a lunch club in between. Children attend for a variety of sessions. There are currently 14 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen existing arrangements for physical play by allowing children free-flow access to all areas
- strengthen partnership with parents to further support children's learning at home.

Inspection judgements

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

The pre-school is set out to reflect the seven areas of learning and children have access to all these areas as part of the daily routine. All practitioners are involved in weekly planning meetings and discussions about their key children. Planning has depth and breadth and takes into account their needs and interests. Medium term and weekly plans are displayed on the wall. These include observations and enhancements based on children's interests and are incorporated into planning. All adult-led activities are evaluated and include learning objectives and future action to improve. Weekly planning contains a balance of

adult initiated and child initiated activities. Planning is flexible and allows for spontaneous events and children's interests. All practitioners have high expectations for children based on children's previous skills and knowledge, recorded in their 'early years passport'. This ensures that activities are well thought out and planned with the child at the heart. Skilful open-ended questioning, explanations and introduction of new vocabulary as well as making activities, interesting exciting and fun, ensures that children remain motivated and enthusiastic.

Children are making good progress in all areas of learning. Practitioners focus on ensuring children have the skills and attitudes required for the next stage in their learning. They enthuse and interact well with children, ably promoting and developing their understanding and skills. They foster children's interest and involvement, helping them to concentrate and persevere, and encourage their curiosity, thinking and creativity. For example, during an activity on the 'life cycle of a chicken', children feel the texture and shape of an egg, discuss what would happen if the egg was kept warm, break the egg into a bowl and learn about the yolk. Children persevere with their interest and participate in further activities where they cut an outline of a large egg and decorate it with a variety of material. Also practitioners focus on key skills, such as numbers, letters and sounds in order to further promote children's learning.

When children first register, a key person is assigned and they carry out home visits to ensure that they obtain detailed information about children's needs, interests and preferences, involving parents. A comprehensive early years passport is completed in consultation with parents, during the first few weeks, based on children's ability to settle well. This follows on with regular and precise formative observations and assessments, including the characteristics of effective learning. A tracker system is used to assess children's progress and ensure that any gaps in achievement are identified early and addressed through focus activities and partnership with parents. As a result, all children attending the setting are making good and some are making outstanding progress towards the early learning goals, given their starting points.

All children are keen, happy and enjoy their time at the setting and display a positive and enthusiastic attitude based on the characteristics of effective learning. 'Our Golden Rules' also promote an attitude of 'learning, willingness and trying our best'. Children who are gifted and talented are given challenging activities and homework as a request from parents to promote literacy, numeracy and prepare them for transition to school. Regular newsletters, key person discussion, tailored guidance and parents meetings all contribute to work as partners in supporting the child.

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

A well-established and effective key person system ensures that all children form secure bonds, develop confidence and settle well. This also helps to alleviate any parental concerns. Key persons introduce themselves during home visits and their information is displayed in setting for both parents and children. As a result, all children demonstrate a strong sense of security and belonging to the setting. Children have an excellent

understanding of safety issues through daily routines, and visitors, such as road safety unit visiting the setting and emphasising general road sense. For example, children know about 'stop, look, listen and think' and know what a pelican crossing is.

Children's questionnaires and discussions with them inform practitioners if they are happy. A self-registration system is used to help children recognise and deal with emotions. An effective behaviour management policy and strategies, including 'Golden rules, Golden words' all contribute towards helping children develop a clear understanding of what is expected of them. Children learn to understand the consequences of their action on others and that being unkind may upset others. Practitioners provide positive role models and reinforce through discussion good behaviour. Children are encouraged to work and play with each other co-operatively, taking turns and sharing.

Practitioners are vigilant and give high priority to promoting safety and ensure the safety of children. They gain an understanding of risk through outings, planned activities, such as road safety and using tools and equipment and moving around the setting safely. For example, children know not to wave scissors in the air as this might hurt other children. All children are encouraged to be independent as part of daily routines and activities and can manage their personal needs relative to their ages. For example, children put on their coats or dry their hands on paper towels after hand washing in the bathroom.

Healthy lifestyles play an important part in setting. Practitioners help children to gain a good understanding of good health, physical exercise, a healthy diet and basic hygiene. All children are able to explain why these are important. For example, they say 'germs get into sandwiches' or 'we need to brush for two minutes, otherwise our teeth will go black'. The setting have gained the 'Cute Fruit Award' for promoting healthy eating and a tooth brushing programme. However, due to the organisation of the setting, children do not have free-flow access to the adjacent hall for access to large physical play apparatus, such as a climbing frame or balancing beams. Hence, children are not offered a full range of opportunities for all-round development.

The setting is committed to working in partnership with others. All children are well prepared for smooth, seamless transition and are 'school ready' through developing partnerships with other settings and schools. A transition report is shared with parents and the receiving school. Effective channels of communication are established with other early years settings and a 'communication book' to share information to promote children's learning and development.

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

A great strength of this setting is the exceptionally strong leadership and management, which ensures that high standards are maintained, and expert knowledge is cascaded to all practitioners, benefiting both parents and children. All practitioners have a good knowledge of the Early Years Foundation Stage and this has been delivered through private consultancy. All educational programmes are broad and interesting experiences

help children to make progress towards the early learning goals.

All practitioners have regular supervision and appraisal meetings, and any training needs and underperformance is tackled. A professional training and development programme is used to meet staff and the organisational training needs. Practitioners who have attended training are expected to report on this and complete an evaluation about the impact on their knowledge and how this knowledge gained will be used to improve outcomes for children. All observations and progress reviews are moderated by the manager to ensure that they are precise, consistent and show an accurate assessment of children's skills, abilities and progress made. Students are monitored regularly and supported where necessary.

Arrangements for safeguarding are excellent and firmly embedded and understood by all practitioners, who have completed core safeguarding and common assessment training. Clear, comprehensive policies are shared with parents and implemented effectively by practitioners. Risk assessments and rigorous recruitment and selection arrangements ensure that safeguarding children is of paramount importance.

The setting has highly effective relationships with parents and children and recognises the importance of gaining and acting on their views. Parents and children are heavily involved in key decision making about all aspects of the setting and are consulted regularly through ongoing discussion, letters, and self-evaluation. The views of children and parents are gained through, termly questionnaires. Children have opportunities to draw pictures or take photographs of the things they like/enjoy at the setting. These requests are implemented and children are informed about these. The setting has a positive relationship with other professionals and welcomes their support and guidance to ensure that they continue to meet the needs of children effectively.

All parents have a short briefing about the Early Years Foundation Stage, so that they can understand and support their children's learning. However, not all parents are forthcoming in supporting their child's learning at home. Parents are involved in the setting through the rota parents systems and are also represented on the committee. As a result of views from parents, local authority and children the setting has made changes, such as homework for children who are due to go to school, improved planning and observation systems. All of these make a very good impact on children's learning.

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
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 action. 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	EY454743
Local authority	Calderdale
Inspection number	890130
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	14
Name of provider	Association of Islamic Charitable Projects
Date of previous inspection	not applicable
Telephone number	07799 827577

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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, which are usually the childminder's 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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