

# Lees Pre-School

Lees Methodist Chapel, Haworth Road, Lees, Haworth, KEIGHLEY, West Yorkshire, BD22 9DL

<b>Inspection date</b>	11/09/2013
Previous inspection date	09/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children are very settled and confident because staff interact with them well and they feel safe and secure.
- Children's communication and language skills are developing very well. This is because staff engage in a wide range of conversations with children and support them to develop their vocabulary.
- Children are motivated and eager to learn because staff provide a range of stimulating and interesting activities that capture children's interests and imaginations.
- Children are well safeguarded. This is because the pre-school staff are very knowledgeable about their role and responsibility to keep children safe and the premises are kept very secure.

### It is not yet outstanding because

- Successful strategies have not yet been fully developed to engage all parents in sharing information about what their child knows and can do. This does not, therefore, enhance the planning for children's future learning to ensure that it is based on a complete picture of each child's individual development.
- There is scope to enhance the good outdoor environment further to include a wider range of physical play resources.

## 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.

## Inspection activities

- The inspector observed children in the hall and outdoors.
- The inspector completed joint observations with the manager of the setting.
- The inspector held meetings with the manager and two parents.
- The inspector spoke to the staff and children throughout the inspection.
- A range of documents were inspected including, safeguarding procedures, observations, planning and tracking of children's progress.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Lees Pre-School was registered in 1978 and is on the Early Years Register. It is a committee-run voluntary organisation. It operates from a large hall within the Methodist Chapel in Cross Roads, near Keighley in West Yorkshire. There is an enclosed area available for outdoor play. The playgroup is open Monday to Friday from 9.15am to 12.15pm, term time only.

The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. There are currently 22 children attending who are in the early years age range. The pre-school provides funded early education for three- and four-year-old children. Children attend a variety of sessions and come from within the local community. It supports a number of children with special educational needs and/or disabilities. The nursery is supported by the local authority.

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

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

- develop the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to offer their contributions about what their children know and can do at home
  
- enhance the outdoor environment by providing a wider range of physical development resources.

## Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and a secure knowledge of the seven areas of learning. The quality of practice is consistent, and as a result, all children make good progress in relation to their starting points.

Parents know their children's key person and are able to discuss their individual children's needs at any time, because adult-to-child ratios are very good. Parents have access to their children's records at any time and are able to discuss their child's progress during parents' events. Staff inform parents about their children's progress and achievements

during their time at the pre-school. However, staff have not yet fully explored further ways of encouraging all parents to share information on supporting their children's learning at home. The strong staff team support each other effectively to provide a stimulating and well-balanced educational programme for all children, ensuring they gain the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Staff have high expectations of children's learning. They support the children's learning and development effectively because they take account of children's stages of development and their individual needs and interests. They use this information to plan purposeful activities for each child based on their interests. For example, many of the children enjoy extending their recent holiday excursions by participating in making pretend ice creams in the sand. This ensures that children's ideas and interest are pursued well.

All children actively explore their environment and the well-deployed staff ensure children are fully supported in their play. For instance, a number of children choose to paint and press dough with rollers. The staff ensure the children have plenty of resources so they can choose their own colours and explain the pretend foods they are making. Other children independently experiment with the water, feeling the water as it passes through the utensils and using a range of tools to move the water in different directions. Children also use the sand and texture play which encourages them to explore a range of media and materials and try things for themselves. In addition, children enjoy opportunities to explore a range of programmable toys, such as, computer play, cameras, electronic till type games and disc players. During the use of computer games, children are able to practise using the keyboard and mouse to explore educational games. All these skills are transferable and will help them in their next move to school.

Children's communication and language skills are developing well. Staff talk with the children during their play to extend their developing vocabulary. They give children time to think and respond during conversation and follow their lead. Children listen well and remain attentive. They respond to questions, contribute to discussions when invited, and focus for long periods of time on their chosen activities, for example, as they act out a role-play activity based on designing their own car. Children are confident communicators. They express their feelings well through gestures and verbal communication.

The pre-school supports a number of children with special educational needs. These children are well supported and make good progress from their starting points. Staff understand their needs well and work with other professionals and parents to devise individual education plans to enable all key people to work towards the same aspirations. Parents feel valued and involved in all aspects of the pre-school. For example, the pre-school have purchased some specialist seating equipment which will be passed on to the parents when the child moves on. The environment is well resourced and staff adapt the space to ensure all children are fully included in all activities. However, there is scope to further enhance the good outdoor environment by including a wider range of physical development resources.

Children are developing a good understanding of early mathematics. For example, they recognise how quickly containers empty and how fast they can fill them with different utensils in the sand tray. Children confidently recognise numerals during role-play games. For example, one child excitedly remarks that they need another wheel to make four

wheels to complete the car. Children use mathematical language confidently in their play. For example, they talk about the different size items being, small, medium and large as they pretend to make buckets of ice cream using the sand. Children have access to a wide range of books, and enjoy looking at them, retelling their favourite stories from the pictures, and so developing their interest in books. Children enjoy listening to stories and singing rhymes. They use their creativity and imagination well as they use role-play equipment to dress up in a variety of costumes. Prior to story time, children have good opportunities to explore objects in the story bags to promote their curiosity and exploratory urges.

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

Children are confident and feel safe in the setting. This is because they have strong relationships with staff and their individual needs are well met. Each child is assigned a key person who gets to know them and their parents very well during settling-in sessions. Sessions are tailored to meet children's individual needs and ensure children feel safe and secure before they are left by their parents. In addition, children's routines are carefully discussed, which enables staff to follow children's individual routines and parent's wishes. On registration, parents complete an 'All about me' booklet with the key person. This gives a very clear picture of their child's early development and of their family. Staff record the information and use it to assess the child's starting points, to support settling-in and inform early learning. This includes information about children's routines and medication for those with health needs, professionals involved with the child or family and any supporting documentation. During the settling-in period, the key person spends a good deal of time observing and getting to know each child. This means that children develop strong emotional bonds with their key person and are highly motivated and keen to learn.

Children learn about healthy nutritious foods through the healthy snack programme. Well-positioned displays enable children to recognise healthy food and drink and make good choices. The snack menus are shared with parents. All snacks are prepared daily on the premises and children can access the snacks throughout the session time. As a result, children's independence is encouraged because all the children serve themselves and pour their own drinks. Snacks include fresh fruit, raw vegetable sticks and sandwiches, milk and water. Fresh cool water is available throughout the session. Children readily talk about healthy eating as they identify the vegetables they see in the posters.

Children recognise and manage their own personal hygiene needs very well throughout the day. Children use the bathroom independently, they wash their hands at key times, use tissues to blow their noses and dispose of them in the bins provided. All areas of the pre-school are cleaned to a high standard. Children's physical development is very well supported through indoor and outdoor play. The free access to the outdoors encourages children to extend their play. Children further investigate wet and dry sand in the sand pit and grow a variety of plants in the large plant pots. Children are able to consider the seasons while tending the vegetables or plants. In this way, children learn to appreciate and respect their environment. Children have a good understanding of how to manage risks and challenges relative to their age. Staff remind children to be careful when pouring

water from a jug, or to hold their knives correctly when eating. Before going outdoors they are reminded to take care near to the gates. In this way, children feel very safe and are well supported by their key persons. They form strong attachments and are encouraged to share their feelings and thoughts with staff and each other. Staff are good role models and provide positive support to help children learn to manage their own behaviour and take account of the feelings of others. During group discussion time, children talk about their day and how they are feeling. They show care for others during play. This means that children's emotional and physical needs are well met and their well-being is paramount during their pre-school session.

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

Children are safeguarded well because staff have a good knowledge and understanding of what to do if they are concerned about a child's welfare. All staff have attended local authority safeguarding training and have created comprehensive policies to underpin their knowledge. As a result, they are aware of their own responsibilities and the action to take to protect a child from abuse or neglect. All visitors are required to show identification and sign in and out of the visitors' book to ensure that a full and accurate record of everyone coming in and out of the pre-school. The premises are secure with locked external gates and well-embedded procedures for ensuring the indoor and outdoor environments are safe and secure. For example, the staff complete robust risk assessments for procedures for outdoor play. In addition, all staff have been vetted to ensure they are suitable to work with children. For example, committee volunteers are required to complete all the required checks. Appropriate accident and incident records are maintained and monitored to promote children's safety and well-being. As a result, staff are following the correct procedures to support children's welfare.

Staff work very well as a team and hold weekly staff meetings to monitor the planning and ensure all children's needs are very well met. Staff are continually looking for ways to improve and evolve the planning system to ensure all children reach their full potential. This is done through regular evaluation of both the paperwork and their practices. Staff are dedicated to sharing best practice and regularly access support from the local authority support workers. In addition, they enrol on training courses to further their already strong knowledge and understanding of childcare practices.

Evaluations are sent to parents and their views are valued. Staff are very aware of the pre-school's strengths and areas they would like to develop. For example, they have identified areas for development in the outdoors and have acted on the recommendations from the last inspection. For example, they ensure correct arrangements are in place to administer medication. This alongside their positive and clear improvement plans demonstrates a strong vision for continuous improvement.

The pre-school team are well informed about the progress of groups of children, and comprehensively identify those children who require further support, especially with their communication skills. Consequently, the pre-school has established strong partnerships

with speech and language therapists and local authority support services. The pre-school has very good partnerships with four local schools. As a result, staff ensure they are able to ensure a smooth transition to school in order to support children and their families.

At the inspection, parents spoke highly of the quality of the staff team and the activities that their children undertake in the sessions. The close partnership with parents enables the staff to meet the children's individual needs and maximise most of their learning experiences. However, there is scope to extend arrangements for collecting information about children's learning from home to enable assessments to be as precise as possible and allow the staff to deliver a high quality two-way flow of information.

## 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

<b>Unique reference number</b>	301966
<b>Local authority</b>	Bradford
<b>Inspection number</b>	909488
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Lees Pre-School Committee
<b>Date of previous inspection</b>	09/07/2010
<b>Telephone number</b>	07891 886 243

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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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