

The Northern Lights Pre-School and Out of School Club

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

Inspection date	08/01/2014
Previous inspection date	29/04/2013

The quality and standards of the early years provision	This inspection:	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 make good progress in all areas of their learning and development, supported by highly skilled manager and enthusiastic staff who understand the impact their teaching has on improving children's achievements.
- Robust and rigorous monitoring systems support the effective delivery of the Early Years Foundation Stage in all areas. The chair, manager and staff all closely oversee the whole provision, successfully sustaining good standards of care and learning.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met very well. This means all children are fully included and have a positive attitude towards learning.
- Leadership and management is effective. Both the chair and manager are passionate about the staff's work with children. As a result, the staff team work very well together to ensure that children receive a good quality early years experience.

It is not yet outstanding because

- There is scope to extend resources and opportunities to further support younger children's experiences around sensory play.

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

- The inspector observed activities in the main playroom and the hall play area.
- The inspector took account of the views of two parents spoken to on the day and from information included in the pre-school's own parent surveys.
The inspector checked evidence of suitability and qualifications of staff working with
- children, recruitment procedures, the provider's self-evaluation form and plans for improvement.
- The inspector held meetings with the chair and manager.

Inspector

Shazaad Arshad

Full report

Information about the setting

The Northern Lights Pre-School and Out of School Club was registered in 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 employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager who holds a degree. The setting is open Monday to Friday during 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 19 children on roll. The pre-school provides funded early education for two, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the opportunities available for younger children to learn about the world by providing more sensory play with a variety of media and materials.

Inspection judgements

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

Staff in the pre-school have a comprehensive understanding of the Early Years Foundation Stage. Development records and assessments show children make rapid progress from their starting points, across the areas of learning. The detailed assessments ensure information shared about children's learning is accurate and precise. Children who speak English as an additional language make strong progress because learning programmes are tailored to focus on developing their understanding of language. As a result, the gaps are narrowing and all children attending the pre-school demonstrate that they are developing very good communication and language skills. Parents comment that their children are 'developing strong communication and language development skills'. As a result, children are preparing well for school. In addition, the required progress check at age two has been completed for all children and shared with relevant partners.

Staff use their knowledge well to plan interesting and stimulating activities that spark children's curiosity and capture their interests. For example, a topic on people who help, in which children learn to look after their peers, is extended into the role play area. Children have created a surgery area and incorporate using real stethoscopes into their learning and play. Staff are highly skilled in using props to promote children's language

development. They use objects, stories and action rhymes to support their understanding of spoken language. Children experience a very good balance of child-led and adult-led learning. For example, the pre-school has introduced the children to a new 'look after the fish' area. In this area, children are learning how to care for the fish in large tank, and their learning continues through a planned topic about sea life and living things.

The pre-school has robust partnerships with the local schools. They work closely with them to identify areas where some children are not meeting the expected targets in learning and development. As a result, educational programmes are structured to focus on those areas, for example, developing early writing skills. Foundation stage teachers visit the nursery to introduce themselves to children who are moving up. This means children have a familiar adult when the time comes for them to enter school. The support the pre-school offers children during transition, such as visits to the school, is highlighted by parents as a strong aspect of the provision.

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

The highly effective key person system means that children quickly form close, trusting relationships with the adults who care for them. As a result, children separate from their parents and make the transition from home to pre-school with ease. One parent comments 'I am really happy with their progress. I wouldn't change anything about this place'. The support children receive to prepare them for transition into school is very good. Many of the routines, such as children serving themselves at snack times, are planned to reflect the routines they will experience in school. As a result, children are well prepared when the time comes for them to enter the school setting. The indoor environment is well equipped with a range of high quality, developmentally appropriate resources. However, there is scope to give further consideration to how younger children can better access a wider range of sensory play materials and media to capture and encourage their learning further.

Children have daily planned sessions to go outdoors and they use the attached large hall for physical development. This provides young children with the opportunity for vigorous exercise, vital for their health and well-being. They run and move around freely in the open space within the hall with great delight and exuberance. Children are provided with a range of healthy, nutritious snacks and drinks, such as fruit, cheese, raisins and crackers. They are encouraged to help themselves to fresh drinking water throughout the day. Children are also supported to manage their own hygiene needs well and learn why it is important to wash their hands before they eat and after they have used the toilet. Children's safety is given high priority without restricting their independent exploration because practitioners are vigilant at all times, ensuring children are well supervised and kept safe. Children are encouraged to risk assess for themselves and are developing a very good understanding of how to keep themselves safe. For example, they develop spatial awareness when using ride-on toys, and learn how to build obstacle courses so they can use them safely.

Children are learning to tolerate each other's differences and this is demonstrated through the strong peer relationships they are developing, both with staff and each other. The

nursery embraces children from a variety of different cultures. They develop their understanding of equality and diversity through everyday discussions and a variety of resources and activities, for example, games on interactive equipment, stories and small world toys. Through effective teaching, children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school. Staff are very good role models, prompting children to say 'please' and 'thank you'. Through everyday routines and group activities, children are learning to negotiate, share and help each other. As a result, they are beginning to develop very strong peer relationships, demonstrating behaviour that is kind and considerate. Clear, simple explanations, appropriate to their stage of development, support a growing understanding of right and wrong.

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

The manager and staff have detailed knowledge and understanding of the of the safeguarding and welfare requirements for the Early Years Foundation Stage. This ensures that children are protected effectively. Children's safety is given high priority by all staff, who understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. During regular planned meetings, staff look at the pre-school's policies in detail and complete quizzes in order ensure they have an excellent working knowledge of safeguarding procedures. Comprehensive risk assessments, daily checks, accidents and medication forms are accurately recorded to help safeguard children's welfare. There are robust recruitment procedures in place to ensure that staff are suitable to work with children. This is followed by an effective induction process. The provider also carries out regular checks to ensure ongoing suitability of staff and that appropriate procedures are followed to notify Ofsted of any changes.

The chair and manager carry out rigorous supervisions and appraisals, which include scrutiny of each member of staff's key children's learning and development files. This ensures they are accurate, up to date and being effectively used to assess children's progress and to identify their next steps for learning. The manager has developed very good systems for collecting and scrutinising all of this information together. The manager uses this system to monitor the overall delivery of the educational programmes and identify how they can continually improve their practice and provision across all seven areas of learning and development. Specific training needs and continuing professional development are identified during appraisals and supervisions, and each member of staff is set clear, targeted goals. The manager also carries out regular room observations that are well documented. Systems for carrying out peer observations are in place and staff meetings are planned to share these systems with all staff before they are implemented.

Self-evaluation and reflection are strong and these are used to develop clear and concise action plans that show the pre-school's very good commitment and capacity to continually improve. They recognise that the sensory area requires enhancing to cater effectively for younger children. Parents are involved in the self-evaluation process with the use of a suggestion box and parent questionnaires. As a result of parents' suggestions, the pre-school has implemented an action plan to improve physical development provision. In

addition, the pre-school has completed the previous recommendations which demonstrate improvements to the services offered. The pre-school works closely with the local authority quality improvement adviser, who supports them by monitoring the accuracy of assessment and planning for children's next steps for learning.

Staff have a good understanding of working in partnership with others to promote continuity in children's learning. Links with the schools and the local children's centre are good. For example, the pre-school has worked closely with the children's centre staff to implement a scheme that promotes oral health and hygiene. Parents value this and say 'My child is always aware of looking after their teeth'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	949694
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	19
Name of provider	Association of Islamic Charitable Projects
Date of previous inspection	29/04/2013
Telephone number	07799827577

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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