

Pool Pre-School Group

Pool C/E School, Arthington Lane, Pool in Wharfedale, LEEDS, West Yorkshire, LS21 1LG

Inspection date

30/04/2014

Previous inspection date

19/07/2010

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

- Teaching is good because staff have a clear understanding of how to support children's learning. Adaptions to the educational programmes for children with special educational needs and/or disabilities thoroughly support their progression.
- Arrangements to help children become ready for school life are comprehensive, therefore, children are emotionally well prepared for the transition.
- Partnerships with parents and other professionals are well established. Information sharing practices fully supports children's well-being and progression in learning.
- Safeguarding procedures are robust and staff remain vigilant, ensuring potential hazards are minimised. As a result, children are kept safe.

It is not yet outstanding because

- On occasions, staff do not always make the most of opportunities to support and extend learning for those children engaging in child-initiated 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 and spoke to staff and children.
- The inspector looked at children's assessment records, planning documentation and evidence of staff qualifications and suitability.
- The inspector carried out a joint observation with the setting's Early Years Professional.
- The inspector held a meeting with the manager and looked at a sample of documentation.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector
Susie Prince

Full report

Information about the setting

Pool Pre-School Group was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Pool Church of England Primary School, on the outskirts of Leeds, and is managed by a management committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am until 3.30pm. Children attend for a variety of sessions. There are currently 33 children on roll, who are all in the early years age group. The pre-school receives funding for the provision of free early education for three- and four-year-old children. It supports a number of children with special educational 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:

- make the most of opportunities to extend children's learning during child-initiated play.

Inspection judgements

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

Children engage in a mixture of adult-led and child-initiated learning experiences. The play based environment is well resourced and offers opportunities for children to develop relationships, make choices and engage in purposeful learning experiences. For example, children plant sunflower seeds and staff engage them in discussions about how things grow. The quality of teaching is good because staff know children well. Through careful observation they accurately monitor children's development in relation to their starting points. Interactions are effective and children make good progress because staff are attentive and have a good understanding of how children learn. For example, they encourage investigation, follow individual children's interests and use open-ended questioning to promote thinking. However, during some child-initiated play, staff do not always maximise opportunities to sensitively intervene and extend children's learning even further.

Children play alongside each other or in groups and staff encourage cooperation through sensitive reminders about sharing. Children in the outdoor area search for worms. The staff support their interests. For example, they provide rulers to measure the length of the worms, make tally charts to record the number of bugs they find and create a wormery. As the adjacent outside area is small, supervised visits to the school play park ensure that

children can practise skills, such as climbing and balancing. Children are being prepared for school well because staff give high priority to communication development. For example, staff are trained in makaton, therefore, they can offer children who are less able to verbalise their needs other means of communicating. The staff help children to become independent and through effective interactions encourage them to be interested, motivated and active in their learning.

Children with special educational needs and/or disabilities are supported very well. Staff have a clear understanding of how to individualise the educational programmes to effectively support children's needs and target areas for progression. Interventions are appropriate and support children's inclusion in the setting. Staff utilise the expertise of other professionals and value the contributions made by parents. Parents of all children in the setting are kept informed of their child's progress. They are invited to view and contribute to their child's profile and regularly liaise with the staff. Newsletters, a website blog and social evenings ensure that parents are kept well informed of events and news from the setting.

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

Key persons effectively support children's emotional well-being because they have developed secure attachments with children. On entry to the setting children are greeted by their key person and staff are available to talk to parents as children are occupied in a short group session. These liaisons are informal and ensure that parents and staff have an opportunity, on a daily basis, to exchange information and discuss children's care needs. Children are confident to explore the environment and try new things, knowing that supportive adults are available to help them if needed.

Effective procedures are in place to protect children from harm, including a safeguarding policy and health and safety procedures. Staff receive regular child protection training and have an awareness of the indicators of abuse. They supervise children well and regularly monitor safety. For example, children are counted following a visit to the outdoor playground to ensure they are all present. Staff attend to potential hazards, such as spillages, promptly and are vigilant during outdoor play. Children wash their hands independently before enjoying a healthy snack and drinking water is readily available. Group times, such as lunchtime, create opportunities for staff to discuss health and exercise with the children. These informal learning experiences help children to form positive attitudes to health and promote their well-being.

Children in the setting behave well and the atmosphere is calm and relaxed. Staff sensitively remind children of behaviour expectations and as a result, they know what is expected of them and interact appropriately with others. For example, children playing with the construction bricks, share the resources and work cooperatively together to build a model. They engage in imaginative play and explore a varied range of resources that promote learning across all seven areas. Children develop the characteristics of effective learning, consequently, they are equipped with the skills and attitudes needed to progress in their future learning.

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

Safeguarding procedures are robust. There is a designated member of staff, who is responsible for overseeing the implementation of policies and procedures. Staff receive regular training and have a good understanding of how to protect children from harm. There is a policy in place that prohibits the use of mobile phones and staff challenge parents or visitors if the rule is not adhered to. Safety practices ensure that potential risks are reduced and hygiene procedures are well embedded in the setting's practice.

Teaching is consistently good because managers have a clear understanding of how children learn. They monitor the delivery of the educational programme and collate information that enables them to support individual children's progress. For example, children's current development levels are tracked so that gaps in learning are identified. Planning is simple but effective. Children's interests are considered and parents are invited to contribute to the planning of activities and experiences. Staff are given non-contact time to update paperwork and prepare activities and resources. This is good practice because it means that clerical duties do not take staff away from interactions with children. Effective performance management systems are in place to evaluate staff performance. Staff benefit from an annual appraisal and a six monthly review. This supports the identification of staff's training needs and helps to improve quality of teaching. Self-evaluation practices support the development of the setting. All staff are involved in the process which is an opportunity to reflect on practice and plan future developments. Staff meetings are held on a daily basis to share ideas and review the effectiveness of interventions for individual children.

Partnerships are successfully developed with outside agencies which support the needs of all children, particularly those with special educational needs and/or disabilities. Advice from other professionals is valued and their input helps to shape specifically designed programmes of intervention. Transition arrangements for all children attending school are very good because children are able to gain an insight into school life through regular taster visits. Parents' contributions are welcomed and staff build strong relationships with them. They share information about children's learning and next steps through accurately recorded profiles.

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	512640
Local authority	Leeds
Inspection number	869458
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	33
Name of provider	Pool Pre-School Group Committee
Date of previous inspection	19/07/2010
Telephone number	0113 2843151

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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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