

# Adel Pre-School

Gainsborough Avenue, Adel, LEEDS, West Yorkshire, LS16 7PQ

<b>Inspection date</b>	30/09/2014
Previous inspection date	10/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not adequately safeguarded. This is because staff are not recruited rigorously, their integrity is not checked and their suitability to fulfil their roles and responsibilities is not explored.
- The leadership and management of the pre-school is inadequate. This is because the manager and committee have failed to inform Ofsted of changes to the members of committee, including the chairperson.
- Opportunities to maximise children's enjoyment of books while outdoors are not always fully explored by staff.

### It has the following strengths

- Staff provide a welcoming and stimulating environment for all children. As a result, children enjoy their time in the setting and all children make good progress in their learning and development.
- Parents are fully included in the setting because staff understand the importance of working in partnership with parents. Consequently, children's learning is supported well between home and the setting.

## 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 two rooms in use and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting and the chairperson of the committee.
- The inspector held discussions with the manager, staff, committee chairperson and seven parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day, parental contributions from observations of children at home and parent questionnaires.

## Inspector

Laura Hoyland

## Full report

### Information about the setting

Adel Pre-School opened in 1963 and is committee run. It is registered on the Early Years Register. The setting is situated in a church hall in Adel, a suburb of Leeds. The setting serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The setting employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including the manager who holds Qualified Teacher Status. The setting opens Monday to Friday, term time only and sessions are from 9am until 3pm, except Mondays when the session operates from 9am until 12 noon. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop effective systems to ensure that all staff and any other person who is likely to have regular contact with children are suitable, for example, by conducting rigorous interviews and obtaining references

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

- enhance children's literacy skills further, for example, by providing a comfortable and enticing area outdoors for them to sit and enjoy books.

## Inspection judgements

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

All children are making good progress in their learning and development. This is because staff consistently deliver good quality teaching across all seven areas of learning. Staff know children well including their interests and next steps. They plan interesting and exciting activities, which motivate children to learn and hold their interest for prolonged periods of time. For instance, children roll balls and objects through plastic piping, when they get stuck they use their problem-solving skills to set them free again. Staff ask open-ended questions, such as, 'What can we do?' and 'What do you think?' This gives children the opportunity to think critically and keep trying to find a solution to their problem. Other children play in the mud kitchen. They fill pans with mud using spades and spoons. Staff sensitively involve themselves in children's play to extend their learning. Staff ask 'What

are you going to do now?' and 'Could we eat mud pies for snack?' These questions enable children to learn and engage in meaningful conversations while enjoying their role play.

Staff understand the importance of preparing children for school. They encourage children to share, listen and respect each other. Short sessions to aid children's communication and language skills are planned daily. Children enjoy singing songs and learning letter sounds. This supports their communication skills as well as their early literacy skills. However, when playing outdoors children's enjoyment of literacy is not always maximised. This is because the book area is not always well presented or comfortable to entice children to read and enjoy books. Children play well together when outside. They negotiate space as they play on wheeled toys and they explore the role-play house making up games and pretending to be superheroes. Other children play with wind up toys and giggle as the puppet jumps out of the musical box. Children lead their own learning well and staff ensure there is a balance of adult-led and child-initiated play. As a result, children sustain their interest in activities and behave well.

Children's progress is regularly shared with parents. Daily conversations are held with parents to discuss what children have enjoyed and what they have learnt during the session. Parents are encouraged to talk about their child's learning at home and observations from parents are displayed in children's development files. Positive partnerships with parents are well established and as a result, children's learning is consolidated between home and the setting. Staff work in partnership with parents of children with English as an additional language and children with special educational needs and/or disabilities. They ensure that children's needs are fully understood and plan appropriate activities and next steps to support all children to reach their potential. Children's individual targets are agreed between staff, parents and multi-agency professionals. This means that children's learning is tailored to their individual needs.

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

Children's well-being is inadequately supported because children are not sufficiently safeguarded. This is because rigorous recruitment procedures are not followed when staff are employed. Staff are friendly, warm and caring. They talk to children using friendly tones and are always close by during play to support and help children's play. Relationships are positive and children know who to go to for help and support if required. Staff understand children's individual needs. They work with parents to understand children's medical and dietary needs and ensure these are followed. Children are happy when they arrive at the setting, they follow routines and are often reluctant to leave. This shows they have built positive relationships with staff.

Children are developing healthy habits. They thoroughly enjoy playing outside and engaging in exercise. Small climbing frames and slides allow children to take calculated risks in their play and develop their physical ability. Space is plentiful and children use wheeled toys, large balls and their imaginations to play games and run around. Children grow a wide range of produce, including strawberry plants and herbs, which are cared for by children who water them regularly. As a result, children are learning where food comes from. Snacks are provided by the setting. These are healthy and nutritious and staff talk

about the benefits of food on children's bodies. Children are encouraged to try sugar snap peas for the first time at snack time. Information on healthy lunches are given to parents and they comment that children eat healthy food at home because staff have given them confidence to try new foods in the setting. This means children are developing healthy lifestyles.

Children display high levels of confidence and self-esteem. They explore the environment and choose activities with ease. Resources are easily accessible and plentiful. Children play well together, they share and take turns. Children who display occasional challenging behaviour are treated respectfully by staff and supported to understand what is acceptable. Staff use positive behaviour management strategies, they distract children and engage them in play, discussing behaviour boundaries. As a result, all children are learning how to behave appropriately.

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

Children are inadequately safeguarded. This is because the recruitment procedure is weak. Applicants for posts are not rigorously checked, their integrity and ability to fulfil the role and responsibilities required are not explored. Staff are recruited by the committee and management team. However, for example, application forms and references are not always used or obtained. In addition, changes to the committee members including the recent change in chairperson have not been communicated to Ofsted. These are breaches of the requirements of the Early Years Foundation Stage. All staff have had their identity checked and have been subject to an enhanced Disclosure and Barring Service check. Staff have appropriate knowledge and understanding of the signs and systems of abuse. They know what to do if they are concerned about a child's welfare or the behaviour of a colleague. The manager has attended external safeguarding training and clearly understands where to seek professional advice and support if required. The premises are safe and secure. Staff meet and greet parents when they bring their child and again when they collect them. Risk assessments are in place and all risks to children are appropriately minimised.

The manager works closely with all staff. She observes their practice and supports them to develop professionally. The manager holds Qualified Teacher Status and understands the impact of good quality teaching on children's learning and development. The manager mentors and supports staff to support all children to make good individual progress towards the early learning goals. Appraisals are used to identify staff training needs and all staff access a wide range of training courses. Staff work well as a team, they attend regular staff meetings to discuss their practice and work to continually improve outcomes for children.

The manager and staff have created positive partnerships with a wide range of other professionals. They know where to seek advice and support in order to support all children's needs. Relationships are also in place with the local schools that children move to. Teachers are invited into the setting and liaise with staff to discuss children's individual

needs and stage of development. This aids a smooth move to school. Parents speak very highly of the setting and staff. They feel very included in their child's learning and comment that they always feel welcome and that their children adore coming to see the staff. Regular questionnaires are sent to parents to obtain their views. Parents' opinions are taken seriously by staff and form part of their self-evaluation process. This demonstrates the very strong relationships staff have created with parents.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	512647
<b>Local authority</b>	Leeds
<b>Inspection number</b>	872370
<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>	30
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Adel Pre-School Committee
<b>Date of previous inspection</b>	10/06/2009
<b>Telephone number</b>	0113 2817979

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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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