

# Yeadon Town Hall Pre-school

Yeadon Town Hall, High Street, Yeadon, Leeds, West Yorkshire, LS19 7PP

<b>Inspection date</b>	02/12/2014
Previous inspection date	11/06/2009

<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 happy, interested and eager to try new experiences. They are making good progress in their learning and are supported well by knowledgeable staff.
- The arrangements to help children settle into the pre-school and transfer to new settings including school are very well planned. This means that children form very good attachments and their self-confidence is very effectively supported.
- Staff have a strong commitment to working in partnership with parents and other professionals, which effectively contributes to children's care, learning and development. Parents speak highly of how the pre-school supports their children's learning.
- Effective safeguarding policies and procedures ensure that all staff have a good understanding of how to protect children and keep them safe from harm.

### It is not yet outstanding because

- The new tracking system for providing an overview of each child's progress is not yet fully embedded in practice and used by all staff to provide a more precise picture of each child's achievements.
- The monitoring of less experienced staff teaching practice is not carried out in a highly targeted way, to ensure that the quality of teaching by all staff is consistently exemplary.

## 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 play and learning activities in all rooms.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector carried out a meeting with the manager and checked and discussed a range of policies and procedures.
- A range of documents were inspected, including observations, assessments and planning.
- The inspector took into account the views of parents spoken with on the day.

## Inspector

Angela Sugden

## Full report

### Information about the setting

Yeadon Town Hall Pre-school was registered in 2005 and is on the Early Years Register. It is privately owned and operates from two rooms in Yeadon Town Hall. The pre-school serves the local and surrounding area and is accessible to all children. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens five days a week during term time only. It runs every morning from 9am until 12 noon with afternoon sessions on Mondays, Tuesdays and Thursdays from 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 40 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special education needs and/or disabilities. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

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

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

- enhance the already good provision by embedding in practice the new approach for tracking children's progress and achievements, so that all staff have a constant overview of development across the seven areas of learning
- extend the monitoring of teaching practice, for example, by introducing sharply focused observations of staff practice and use these to implement a highly targeted programme of development for all staff to ensure the high quality teaching is sustained and consistently improved.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop and the quality of teaching is good. They carry out regular observations that are accurate and use these to effectively plan the next steps in children's learning. A new tracking system for providing an overview of children's progress has recently been introduced, but this is not yet fully embedded in practice and used by all staff to precisely monitor children's progress. Purposeful, planned and spontaneous experiences are provided by staff which help all children to make good progress from their starting points in all areas of learning. For example, staff make excellent use of the local community to support and extend children's communication and language skills and their understanding of the world. They take children on planned outings to a local lake where they observe wildlife in their natural habitats. They also observe and talk about aeroplanes as they take off and land at the

nearby airport. Staff take children on spontaneous outings to the bakers to buy freshly baked bread for their snack. They learn from a young age where food comes from and how to manage money as they take responsibility for paying for the bread. Parents value these everyday experiences and comment on how staff share what children learn during the outings and how they can use similar activities to extend their children's learning at home. Staff work closely with parents and agree with them when to complete the progress check for children aged between the ages of two and three years.

Staff provide a stimulating and well-equipped environment indoors for children to play and learn. Children have access to a good range of resources and these are presented at their height, which means they are able to choose and access items that interest them, in order to shape their own learning. For example, children help themselves to resources and become fully engrossed in their play as they construct long train tracks across the room and design and build bridges to take cars over the track. Staff reinforce learning and promote children's understanding of mathematical concepts by talking about the length of the track and how they have made a curve with the track. Children confidently transport jugs of water from the sink and pour it in the dry sand. They observe how the water trickles over the sand. Staff skilfully help them to understand how the sand has changed and no longer pours from the jug. Older children display excellent literacy skills as they self-select paper and pencils and competently write their own name. They display great pleasure in telling adults how they have also written their name in 'big' letters on the back. Children have uninterrupted time to play, explore and consolidate their learning. Consequently, children demonstrate their curiosity and are acquiring the skills and dispositions they need to be ready for the next stage in their learning, such as starting school.

Children with special educational needs and/or disabilities are extremely well supported. Staff are swift in their identification of need and plan appropriate interventions to support children's learning. Staff work with other professionals and parents on planned programmes to ensure that support for children is consistent and helps them to make the very best possible progress. An example of this is the use of visual prompts where images of events, such as snack time help children to process information and understand the structure of the session, such as what comes next. Children who speak English as an additional language are effectively supported to develop their communication and language skills. Staff understand the importance of fluency in children's home language and how this can enhance their speaking in English. They gather information from parents to establish children's level of understanding and communication skills in all languages that children speak. This helps them to focus activities in order to effectively support children's individual learning needs. They demonstrate a fully inclusive approach as they ask parents to provide key words from their home language and help staff with pronunciation. These strategies are helping children to succeed in their learning. The progress that children make is shared through daily discussions and children's special books, which parents are encouraged to contribute to. Parents feel well informed about their children's learning and development and positively value the support that pre-school staff give them.

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

Staff are very warm and caring and provide a welcoming environment for children and families. The key person understands children's individual needs and their family circumstances, and adapts their practice to meet these, which gives children a good sense of security and emotional well-being. This results in children building trust, being settled and developing confidence to explore all that the pre-school has to offer. Children are sensitively and effectively supported in their move on to school, which ensures that their emotional needs and well-being are fully met. Staff actively encourage children to learn about keeping themselves safe, which further enhances their sense of well-being. For example, they remind children to put on their high-visibility jackets so that they are easily seen when out in the local community. In addition, children respond well when staff clearly state that they must walk when crossing the road to the shops when out in town. As a result, children have a good understanding of how to manage risks and how to keep themselves safe.

Staff give good attention to ensuring children stay healthy. For example, they take children out in the local community daily, which means they benefit from lots of fresh air. Children develop good coordination and control of their bodies because they are able to use a variety of equipment that staff provide which supports this. For example, children learn to climb the steps of the slide and play lots of traditional ring games where they dance and move their bodies. Children are well nourished because staff provide them with a range of healthy items for their snack, some of which, the children help to source. For example, staff take them to the local market to buy seasonal fruit and vegetables. Children independently pour their own drink and choose their healthy snack from the selection available. Children are familiar with daily routines to maintain good hygiene and understand the importance of washing hands after visiting the toilet and before eating. As a result, children are developing healthy lifestyles.

The manager and all staff are good role models for children to follow because they have a very calm, quiet and patient manner. They give high priority to promoting a family atmosphere and supporting children to share and help one another, which produces a very harmonious environment. For example, staff encourage children who are more able to use their skills to help other children understand how to behave in pre-school. They praise older children when they support younger children who are learning how to take turns when they let them join in collecting cars. Staff expect children to be capable and to take responsibility from a young age, which means they behave well and become self-reliant.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. As a result, they are meeting all the legal requirements. Safeguarding is given a high priority in the pre-school. Staff have a good understanding of the signs and symptoms of abuse and neglect. They know who to contact, both in the pre-school and in external agencies, if they have any concerns about a child's welfare. This means that any

concerns are dealt with promptly. All staff have attended safeguarding training and know the procedures to follow, including how to address any concerns about other members of staff. Detailed policies, procedures and records are in place to further protect children from harm. There are good recruitment and vetting procedures in place to ensure the suitability of staff who work with children and include staff being checked through the Disclosure and Barring Service. Furthermore, the premises are kept safe and secure, and entry systems are robust. All staff hold paediatric first-aid qualifications which ensures that there is always good levels of support in the event of an accident or injury. These good practices and procedures ensure that staff are effective in their ability to maintain children's safety and security.

The pre-school is organised well and staff work effectively together and with external agencies. This ensures that the environment is inclusive and supports all children's learning and development. There are good quality and up-to-date learning profile books which evidence children's progress across the seven areas of learning. The manager monitors children's learning and has recently developed a tracking system to give an overview of the progress of all children each term. More experienced staff support less experienced staff and students in understanding what children are learning and how they can develop their teaching skills further. However, the monitoring of less experienced staff is not carried out in a highly targeted way, to ensure that the quality of teaching by all staff is consistently exemplary.

The manager is enthusiastic about continuously developing the pre-school provision. She supports staff in using their knowledge of how children learn to action plan areas for improvement. For example, they are currently focusing on improving the provision to fully meet the developmental needs of children who are two years old. They are currently collecting resources to provide greater opportunities for young children to fill and empty containers and find their own ways of using open-ended resources together. There is a planned programme of professional development and staff undertake a range of courses to develop their knowledge and skills further. Staff work effectively with a range of professionals outside the pre-school to support children's individual needs. These include health visitors, children's centre staff, schools and child development specialists. Planned programmes set by professionals are used to support children in achieving the best possible progress. Partnerships with parents are very strong. Parents speak extremely highly of the pre-school and are confident that their children are making good progress. They comment that key persons and other staff know and support their children very well. This has a very positive effect on the care and well-being of children and the progress they make in their learning.

## 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>	EY314916
<b>Local authority</b>	Leeds
<b>Inspection number</b>	856770
<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>	Anne Elizabeth Speight
<b>Date of previous inspection</b>	11/06/2009
<b>Telephone number</b>	0113 3910431

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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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