

Kirkstall St Stephen's Pre-School

Kirkstall St Stephen's C of E School, Morris Lane, Leeds, West Yorkshire, LS5 3JD

Inspection date	05/01/2015
Previous inspection date	12/07/2010

The quality and standards of the early years provision	This inspection:	
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff are kind and caring. They establish strong relationships with children and their families. As a result, children are happy and confident.
- Children make good progress in their learning because teaching is good. Staff have a secure knowledge of how children learn and plan purposeful and challenging learning experiences.
- Parents feel welcome in the setting and regularly exchange information with the staff. As a result, continuity of children's care and learning is promoted well.
- Staff have a secure knowledge of child-protection procedures and know how to record and report concerns.

It is not yet good because

- The setting has failed to maintain a suitably clean environment that ensures children's good health and well-being are always promoted.
- Children who speak English as an additional language, do not currently benefit from seeing their home language in print throughout 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 activities in the indoor and outdoor play areas and talked to the staff and children.
- The inspector looked at a sample of policies, evidence of staff suitability checks and children's development records.
- The inspector carried out a joint observation with the Early Years Professional.
- The inspector considered the views of parents spoken to on the day.
- The inspector discussed the setting's self-evaluation and improvement plan.

Inspector

Susie Prince

Full report

Information about the setting

Kirkstall St Stephen's Pre-School was registered in 2002 on the Early Years Register. It is situated in the grounds of Kirkstall St Stephen's Church of England Primary School, in the Kirkstall area of Leeds and is managed by committee. The setting serves the local area and is accessible to all children. It operates from purpose-built premises and there is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. Of whom, six hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The setting opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 39 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.

What the setting needs to do to improve further

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

- ensure that the premises are thoroughly cleaned and high standards of cleanliness are maintained at all times, in order to fully promote children's good health.

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

- maximise opportunities for children who use English as an additional language to see their home language in print, for example, by using signage throughout the environment.

Inspection judgements

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

Children make good progress in their learning because staff know how children learn. Staff have created a stimulating environment that facilitates children to follow their own interests and develop ideas. Resources are labelled with print and visual clues. This means that children see print in context and develop early reading skills. Children independently select resources from the suitable range available to them. They develop self-help skills, as they learn how to use simple equipment. For example, children independently operate the compact disc player, turning it on, when they wish to listen to music. Staff teach mathematical concepts by helping children to follow play dough recipes. They engage children in sorting activities, where they learn to recognise differences in size and colour. Children become absorbed in activities because staff give them uninterrupted time to complete tasks to their satisfaction. Staff effectively enhance and extend activities through

their skilful questioning. Therefore, children are keen learners and develop the necessary skills needed for future moves to school.

Staff use observation and assessment well to plan appropriately challenging activities. They accurately identify children's starting points and use tracking systems well to monitor their progress. As a result, gaps in children's learning are identified quickly and addressed. Planned activities derive from children's interests and next steps in learning. Therefore, activities are purposeful and meet the needs of the children who attend. Parents contribute to the assessment process well by completing 'All about me' forms. Staff regularly discuss children's achievements, with parents, during consultations. They provide written progress summaries each term. This ensures that parents are kept well informed of their child's progress. Development records are additionally shared with other professionals, as children move between settings. This promotes continuity of learning.

Teaching is good because staff use appropriate strategies to engage and teach children. Staff provide interesting artefacts that promote children's curiosity. For example, children show fascination as they investigate a giant shell, using all of their senses. Children develop language well because there is a strong focus on this in the setting. Staff effectively model conversation and question children, in order to promote the acquisition of language and develop thinking. They speak to children clearly, using simple language and reinforce what they are saying through gesturing. This supports children who speak English as an additional language well. However, there is scope to improve learning even further for these children by providing signage in their home language, to support early reading.

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

The provision for children's well-being requires improvement. This is because managers have failed to maintain an environment that is regularly and thoroughly cleaned. This means that children's good health is not fully promoted at all times. However, other practices in the setting effectively promote children's well-being. For example, staff endorse healthy eating by providing a good range of healthy snacks. Children benefit from daily outdoor play sessions, where they move freely and develop physical competences. This promotes a general sense of well-being and provides children with fresh air and exercise. Staff teach children how to be safe by entering into discussion during play. For example, children tie a scarf tightly around a doll's neck. Staff effectively use this as an opportunity to explain to the children that it is dangerous to put things around their necks. Children learn how to evacuate the premises by participating in regular fire drills. This ensures that they know what to do, should they need to leave the premises in the event of an emergency.

Staff are kind and caring. As a result, children are happy and settled. Effective procedures are in place to help children to settle-in quickly. For example, staff offer home visits to those families who wish to participate and trial sessions are arranged flexibly in accordance with children's needs. Staff liaise with parents well to gather information about children's specific needs and preferences. As a result, continuity of care and learning is effectively promoted. Children are prepared well emotionally for their move to school. This

is because the setting has effective procedures in place to help children to prepare for the move. For example, children regularly visit the adjacent school and teachers get to know them by visiting the setting. Children are familiar with the lunch time routine because they eat their lunch in the school dining hall. Staff additionally help children to overcome their apprehensions by talking to them positively about new experiences.

The environment is calm and friendly. Children display high levels of confidence as they play cooperatively with their peers. They develop independence as they select their own activities and practise self-help skills. For example, children serve their own snack and put on their outer clothing before going outdoors. Children make positive relationships with both staff and their peers. Staff help children to learn social skills by playing games that require them to take turns. Children learn to listen to others and await their turn in conversation because staff act as good role models. Staff are consistent in their approach to behaviour management. Clear rules are in place, such as no running inside, which are effectively and positively reinforced by staff. Staff regularly provide praise and encouragement to children. Therefore, children are self-assured and behave well.

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

Staff are trained well in child protection and have a secure knowledge of the possible indicators of abuse. There are clear reporting procedures in place, should concerns be raised about the welfare of a child in their care. Staff are recruited safely and all adults are appropriately checked and vetted. The premises are secure, which effectively prevents children from leaving unsupervised. Effective procedures are in place to ensure that the environment is safe. For example, staff carry out regular risk assessments, in order to identify and minimise potential hazards. However, managers have failed to ensure that the premises are thoroughly and regularly cleaned. As a result, some areas of the setting are showing signs of dust and dirt. Although, the setting does not have sole use of the premises, it is the legal responsibility of the provider to ensure that the premises are suitable for use. Standards of cleanliness, therefore, require improvement, to ensure there is no risk to children's health and well-being.

The manager has a clear understanding of the learning and development requirements. She effectively oversees the delivery of educational programmes to ensure that children progress across all areas of learning. The manager successfully monitors children's progress through tracking systems. She supports staff during supervisions, to assess children's learning needs and plan next steps. As a result, children make good progress in their learning. Staff are supervised well. For example, staff participate in regular appraisals, which helps to identify their training needs. Peer observations are used to provide feedback on staff's performance. As a result, staff develop new skills and their ability to teach continues to improve. The setting have addressed the previous recommendation made during the last inspection. The whole staff team contribute to the self-evaluation process and views are sought from parents through questionnaires. Consequently, planned developments are relevant and realistic.

Partnerships with parents are strong. Parents speak highly of the staff and feel welcome in

the setting. Staff engage regularly in discussion with parents to promote continuity of care and learning. They provide parents with regular summaries of their child's development and compile learning journals for parents to look through. Notice boards and newsletters provide parents with up-to-date information about events and activities that are taking place in the setting. Links with other settings are well established. Staff effectively liaise with feeder schools to support children's move between settings. Children regularly visit the adjacent school. This prepares children well because they are already familiar with the school environment and some aspects of the routine when the time comes for them to move on.

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

Unique reference number	EY246034
Local authority	Leeds
Inspection number	860255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	39
Name of provider	Kirkstall St Stephen's Pre-School Committee
Date of previous inspection	12/07/2010
Telephone number	0113 2749338

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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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