

Adel Pre-School

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

Inspection date	13/01/2015
Previous inspection date	30/09/2014

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		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

- Managers monitor children's assessments regularly and ensure these sharply focus on planning for children's next stages in learning, to effectively prepare children for school.
- Children enjoy regular outdoor play, which is organised successfully to ensure children are challenged and make good progress across the seven areas of learning.
- Staff have a good understanding of their safeguarding responsibilities and of keeping children safe from harm. They provide children with good guidance and ensure the environment is safe through completing effective risk assessments to minimise hazards.
- The staff work well in partnerships with parents and other professionals to support children's learning and care routines so their needs are met.
- Children develop strong independence skills. This is because the staff encourage them to make choices and carry out tasks for themselves during daily activities and routines.

It is not yet outstanding because

- Children do not always have optimum opportunities to learn about the diversity within communities, families and their customs, to further support their understanding about the world in which they live in.
- Staff do not fully use a broader range of text indoors to make the very best of opportunities to teach children to recognise words as they play and explore and maximise their early reading skills.

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 toured the premises and observed play activities indoors and outdoors.
- The inspector spoke to the children and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
The inspector sampled a range of documents, including evidence of the suitability checks and recruitment procedures for the staff, the children's records of learning, tracking documents, and policies and procedures.
- The inspector discussed self-evaluation and considered the views of parents.

Inspector

Melissa Patel

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, during 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 further improve the quality of the early years provision the provider should:

- build on the good quality teaching to further support children's understanding of the world, for example, by providing more indepth opportunities for children to learn about the similarities and differences within families, communities and their traditions
- provide more text indoors so it that it can be extensively used by staff to teach children to recognise words, to further support children's developing early reading skills.

Inspection judgements

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

The staff have a good understanding of the children's individual learning needs. As a result, children of all abilities receive effective support from staff to help them to make good progress towards the early learning goals. The children are developing comfortably within the typical range of expected development for their age, according to their starting points. The quality of teaching is good. All the staff are enthusiastic as they support children throughout the session. They plan interesting experiences for them that present challenges to their developing skills. Children enjoy themselves as they explore a variety of different media, such as paint. The staff fully motivate the children through using lots of language to support them as they investigate. Staff listen closely to the children's responses, and then ask appropriate questions to challenge their thinking and developing ideas. This supports their communication skills effectively, including those who speak

English as an additional language. In addition, staff introduce new ways of using resources, which ignites their curiosity. For example, children excitedly explore different sized tubes in the water with good support from the staff. The staff use this opportunity effectively to support children's mathematical development successfully. For example, they teach children to use mathematical language, such as smaller and bigger and they teach them to compare the differences in the size of objects during the process. A well thought out group activity helps children learn to negotiate and share tasks, while helping children successfully count and sequence objects.

Overall, children's literacy skills are supported well. For example, staff organise the whole environment so that children can freely make marks with a variety of tools, such as paint brushes. In addition, staff take up the opportunities to extend these skills by encouraging the children to describe the marks that they make. Children enjoy stories and learn to recognise letter sounds, such as when they find their name card. There is text displayed within the environment. However, this could be further extended and used more spontaneously and extensively by staff to support children in making the very best progress that they can with their early reading skills. Children are learning about the world generally well. For example, they recall home experiences and they have opportunities to use pretend play to make links to their home life. Children can access some good resources that support children's learning about different customs and lifestyles, such as books and jigsaws. However, the activities available are not maximised to ensure children have extensive opportunities to look more closely at similarities and differences in peoples family and their customs, to further support their learning about the world.

Staff make good use of observations and assessments, to target children's next steps in learning. Regular tracking and monitoring of their progress enables staff to fill in any gaps in their learning. Staff identify and act on any early intervention needed quickly, which effectively supports all children, including children with special educational needs and/or disabilities. Parents are successfully included in their children's learning, for example, through daily discussion and the sharing of the children's records of learning. This ensures that staff and parents work together to help children make good progress through a continuous, shared approach. For example, parents are encouraged to include their observations in children's records of learning. Parents also record comments in assessment records so that staff can plan further to support children's all round development successfully.

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

Children's well-being is fostered effectively. This is because each child has a staff member assigned to them as their key person who has a strong knowledge of the children's individual needs. This means that they can effectively support them. This also includes talking to the parents about the children's individual care needs. The good support that children receive also results in them forming close attachments to the staff. For example, children are confident within the environment and often go to staff and ask questions. Children receive regular praise from the staff for their achievements, such as for counting and tidying up. This results in children responding well to staff guidance and supports

them in behaving positively and their behaviour is good. Children show a strong interest in the environment and they are motivated to learn. Staff are cheerful and playful with the children. They make activities fun while supporting their independence effectively. For example, they cheerfully offer children lots of choice and they encourage them to carry out tasks themselves, such as pouring drinks and putting on coats. Children receive regular, good quality outdoor play, which contributes to supporting their understanding of the importance of living a healthy life style. This is because the children enjoy the fresh air and exercise, as well as benefitting from other learning experiences. For example, they explore the mud kitchen, dig and plant, climb and work out how to connect tubes.

Snack time routines are relaxed and not rushed. The food is balanced and healthy, for example, children are offered a variety of foods, which includes fruit. Children have plenty to drink because water is readily available for use and offered regularly, and children can have milk. The provision is effectively maintained and organised to create a bright and welcoming environment for children and the parents. The provision inside and outdoors is effectively risk-assessed. This ensures that the risks to children are successfully reduced. The staff talk to children about safety, which includes handling resources with care and to be mindful of others as they move around in the environment. This teaches children to keep themselves safe, and to consider other children's safety as they play and explore.

Children receive good support to develop important skills, such as independence. This prepares them successfully for when they move from the provision to school. Staff also prepare children effectively in other ways. For example, they talk to them about the changes that will occur. They invite teachers from other provisions to visit and talk to children before they move on. Staff make sure that the parents are aware of these procedures to support these changes. This ensures that appropriate information is shared to support the children effectively at this time.

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

The management demonstrates a strong overview of the safeguarding and welfare requirements. For example, they implement effective procedures to ensure that children are safeguarded within the provision. This includes ensuring that all staff are kept up-to-date with safeguarding and child protection issues through meetings or training. Staff show a clear understanding of the safeguarding procedures and what to do if there is a concern about any child. The management makes sure that all staff undergo an enhanced Disclosure and Barring Service check. This contributes to their evidence that staff are suitable to work with the children. Staff training, such as paediatric first aid are regularly updated to support children's safety and well-being, which means children receive quick support if there is an accident. The management and staff make sure that the learning and development requirements are promoted effectively for children, through monitoring how the staff support children with their learning and development. This includes how observations are implemented, and the types of questioning staff use to support children.

At the last inspection, an action was raised to ensure that recruitment procedures are implemented effectively in all aspects, to safeguard children. Since then, the management

has reviewed their practice clearly and purposefully and have taken advice from the local authority advisors, in order to make improvements. The management has taken swift and effective action to implement the changes. For example, employment procedures are now robust, to include taking up references, and gathering clear information about applicants through detailed application forms and at interview. In addition, Ofsted have been informed of staff changes in the staff team. This successfully improves the procedures that are implemented to support children's safety and well-being. In addition to this, the management has devised more detailed supervision guidance and induction procedures, which they are implementing to support staff in further improving the good support children receive to their learning, safety and well-being. The recommendation raised at the last inspection has also been successfully addressed. For example, a permanent, enticing outdoor book area has been devised, which further supports children's literacy skills. The management and staff know their strengths and weaknesses and work hard to continue to update the provision to support children effectively. Evaluation is inclusive and takes account of parents and staff views. Parents views are voiced through various dialogue. Parents spoken to at the inspection, speak positively regarding how the provision helps their children progress and move on to school successfully. Children have a voice by making choices about what they wish to do, and this voice is often captured in the children's records of learning to ensure that they are effectively supported in carrying out the tasks chosen.

Staff form good relationships with the parents, working alongside them to support the children's all-round development. The staff form strong relationships with other provisions where children may attend in the future, such as the local schools. For example, appropriate information is shared to support children's individuality care and learning needs. Staff work successfully in partnership with other professionals, such as the local authority and other early intervention services, such as speech and language departments to support children. This ensures that the children's differing needs are effectively met.

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	512647
Local authority	Leeds
Inspection number	993367
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	40
Name of provider	Adel Pre-School Committee
Date of previous inspection	30/09/2014
Telephone number	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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