

Chapel Street Pre-school

Christ Church Halton, Chapel Street, Leeds, West Yorkshire, LS15 7RW



Inspection date

13 May 2015

Previous inspection date

25 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are highly motivated, inquisitive and enthusiastic. They enjoy the stimulating, child-friendly surroundings and attentive support from staff, who skilfully promote their confidence and growing independence. This prepares them well for the next stage in their learning, including their move to school.
- Children settle in very quickly because there is an effective key-person system in place. This means that children form positive relationships with staff, which effectively supports their emotional development.
- Managers and staff have a good understanding of their responsibilities to keep children safe. Child protection and first-aid training are regularly updated. Staff know the procedures to follow, should they have any concerns about a child.
- All staff are well supported. The manager uses effective supervision, mentoring procedures and training, to enhance the already good quality of practice.
- The manager closely observes the progress of individual children, and works in partnership with parents and staff to provide extra support for those with identified needs.

It is not yet outstanding because:

- Staff do not always make the most of all opportunities to extend older children's learning, by following their interests or ideas, and encouraging them to further develop their critical-thinking skills.
- Staff do not always provide children with resources to make marks and write in a meaningful context, in each area of the pre-school.

What the setting needs to do to improve further

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

- extend older children's critical-thinking skills even further, for example, by enhancing opportunities for children to explore and investigate things that interest them
- enhance children's opportunities to make marks and write during their play, for example, by providing resources for children to practise writing throughout the pre-school.

Inspection activities

- The inspector viewed all areas accessed by the children, including the outdoor environment.
- The inspector carried out a joint observation of an activity, with the manager.
- The inspector observed play and learning opportunities for children, and spoke to staff and children at appropriate times.
- The inspector carried out an interview with the manager and looked at a range of documents, including children's assessment and tracking records, a sample of the policies and procedures and the providers self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Julie Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The well-qualified staff team use their good knowledge of how children learn, to provide a broad range of activities, experiences and opportunities. Staff regularly assess children's learning, taking into consideration their starting points, which are used to plan for the next steps in their learning. However, on occasion some staff do not always make the most of all opportunities to further challenge children's ideas and develop their thinking skills. For example, when children are playing outside, staff miss opportunities to extend children's learning even further when the older children talk about shadows. Staff provide opportunities for younger children to practise threading and sorting, to help develop the skills they need for writing. However, opportunities to write in a meaningful context are not widely available in each area of the provision. For example, there is no writing equipment in the role-play area to enhance children's imaginative play. Children enjoy growing their own herbs. They are able to use their senses to recognise the different textures and smells, as they talk enthusiastically with the staff.

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

Children are well supported by staff to develop the skills they need to become independent in managing a range of self-care tasks. For example, children wash their hands, select fruit and pour their own drinks. Children's good health is supported because the snacks provided are varied and nutritious. There are opportunities throughout the day where children are encouraged to engage in physical activity, both inside and outside. As a result, children develop an understanding of the importance of a healthy diet and physical exercise. Staff have consistent expectations of children's behaviour and support them well to develop positive attitudes and key skills. As a result, they are ready for the next stage in their learning. Children are learning how to keep themselves safe, for example, staff teach them how to cross the road safely when they visit the local library.

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

The manager has a secure knowledge of the requirements of the Early Years Foundation Stage. Systems to evaluate what is working well and what needs to improve are effective. The manager and staff team have addressed the recommendations raised at the last inspection. The manager works closely with staff to identify appropriate training, to enhance their knowledge and understanding. Staff share ideas and reflect on their practice regularly. As a result, children's needs are met, and staff remain enthusiastic in their duties and interactions. Partnerships with parents are very effective and this ensures that they are active in their child's learning. Parents say that their children are happy and comment on the good progress they have made.

Setting details

Unique reference number	512718
Local authority	Leeds
Inspection number	1010311
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	83
Name of provider	Chapel Street Playgroup Committee
Date of previous inspection	25 November 2009
Telephone number	01132640093

Chapel Street Pre-School was registered in 1993. The pre-school opens from 9.15am to 3.30pm, each weekday, term time only. The pre-school employs 19 members of staff. Of these, nine hold appropriate early years qualifications at level 3, one at level 4 and one at level 2. Two members of staff, including the manager, hold appropriate early years qualifications at level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

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