

Neasden Pre-School & Extended School

100 Bellfield Avenue, HULL, HU8 0AD



Inspection date

7 February 2017

Previous inspection date

13 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers are fully committed and dedicated to their roles. They firmly believe that all children deserve the best start to their education. They are well supported by parents, who are pleased with how quickly their children have settled into the pre-school.
- Planning for teaching and learning is robust, taking full account of what children are interested in. Staff complete frequent observations and assessments of children's learning. They use this information collaboratively to plan how best to support children's emerging skills, knowledge and understanding.
- The environment is stimulating and well thought out. Staff monitor and observe how children use the environment. They reflect and make changes, encouraging even more children to become involved.
- Staff manage children's behaviour positively. They create a calm environment where children listen to each other and to adults. Children know what is expected of them and behave well.
- The quality of teaching is consistently strong. Staff use a good range of effective strategies in their interactions with children. They question, listen closely and challenge children in their learning. Children make good progress in their learning.

It is not yet outstanding because:

- Although the management team knows what their strengths and weaknesses are, they have not yet put a targeted plan in place to identify how they will drive improvement forward to an even higher level.

What the setting needs to do to improve further

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

- devise and implement a robust plan which identifies how leaders and managers will drive improvement forward to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents at the start of the session and took account of their views.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know and understand their responsibility to keep children safe from harm. Local procedures are embedded in the pre-school's policy and practice. For example, staff know and confidently talk about the action they would take if they were worried about a child's welfare. Staff are led and managed well. Any weaknesses in practice are dealt with swiftly to ensure that the good standard of teaching is maintained. Staff are encouraged to take on roles and responsibilities. They attend training and meetings in the locality. This helps them to keep up to date with recent developments and new approaches in early years practice. Staff consult with parents and other professionals. This helps everyone involved to fully consider and plan how best to support children's learning and development.

Quality of teaching, learning and assessment is good

Staff's well-informed interactions fully support children's progress. For example, staff know when to intervene and when to hold back. They carefully observe learning and avoid unnecessary interruptions. This helps to ensure children have plenty of time to play and develop their levels of concentration. Staff make explicit links to reading and writing at every opportunity. Children are encouraged to find their name card and use this for a purpose during the day. They use it to support them to write their name and stick it on the board to say whether they are inside or outside. Staff use many different opportunities to develop children's mathematical knowledge and skills. Staff model counting skills to find out how many children used umbrellas that morning.

Personal development, behaviour and welfare are good

Staff speak with children during their play and learning, about how they can keep themselves safe. They reflect on how accidents have happened and help children to reflect on what is right and wrong. Staff encourage children to be independent. Furthermore, children are confident. They have a go and try things for themselves. Children's relationships with staff are very good. This effectively supports children's emotional well-being, particularly as they separate from their parents at the start of the day. Children have opportunities to be physically active and develop their awareness of healthy lifestyles. They ride on wheeled toys and play chasing games with their friends. They use hoops and small balls with increasing skill. Children enjoy washing their hands, which they do after messy activities and before snack and mealtimes.

Outcomes for children are good

Children are developing good all-round skills and are very well prepared for future learning. They are highly motivated during activities which they choose themselves and those which adults lead. They mix colours together as they paint and talk about the new colours they have made, such as teal. They describe what they have drawn and talk freely to adults about activities they have enjoyed with their families. Younger children already know what the rules, boundaries and expectations are. They remind each other when it is time to sit down at story time. They join in and predict which familiar character is hiding as they listen carefully to their favourite story.

Setting details

Unique reference number	EY450725
Local authority	Kingston upon Hull
Inspection number	1060319
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	42
Name of registered person	Neasden Pre-School & Extended School Limited
Registered person unique reference number	RP531809
Date of previous inspection	13 December 2012
Telephone number	01482783616

Neasden Pre-School & Extended School was registered in 2012. It is owned and managed by Neasden Pre-School and Extended School Ltd. It employs nine members of childcare staff, who all hold appropriate early years qualifications at level 3 and above. Sessions are from 9am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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