

# Asha Preschool

43 Stratford Street, Leeds, West Yorkshire, LS11 6JG



## Inspection date

3 May 2017

Previous inspection date

18 March 2014

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

- Staff have created a friendly and welcoming environment. They individualise settling-in arrangements to ensure that children feel safe and secure from the start. Children are self-assured and have positive relationships with staff.
- The well-qualified staff know how children learn and translate their knowledge into practice well. They provide good levels of support to children who speak English as an additional language. All children learn new words rapidly and are strong communicators.
- Staff teach children about their community very well. They stop and look at interesting items on displays outside shops, during outings. Children show an interest in different occupations and eagerly observe people having their hair cut through the barber's shop window.
- Staff have good links with local schools. They invite teachers to visit children in the setting and exchange relevant information with them. This helps to promote continuity in children's learning and care.

### It is not yet outstanding because:

- Staff do not obtain in-depth information from parents about children's learning at home, in order to complement their good teaching.
- Systems to support staff's ongoing professional development are not rigorous enough to raise the quality of their teaching to an outstanding level.

## What the setting needs to do to improve further

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

- obtain more detailed information from parents about children's learning at home to complement teaching and learning within the pre-school
- extend programmes of professional development for staff and focus more precisely on raising the quality of their teaching skills further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of staff, a sample of policies and procedures and discussed children's assessments.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and discussed the setting's evaluation procedures and plans for improvement.
- The inspector spoke to staff, parents and children during the inspection and considered their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are trained well in child protection procedures and know how to report concerns about children's welfare. The premises are safe and stringent security measures are implemented to ensure that children are protected from harm. Staff are vigilant during outings and thoroughly risk assess public playgrounds to ensure that any potential hazards are minimised. The manager carefully monitors the progress of different groups of children. She uses her findings to plan appropriate interventions and close any gaps in children's learning. Staff are supervised well and meet regularly as a team to share ideas and evaluate practice. They actively seek feedback from parents and children and use this to plan relevant improvements.

### Quality of teaching, learning and assessment is good

Children are eager to play and explore. They develop storylines around toys and pretend to call the emergency services following a vehicle collision. Staff skilfully question children to help them to develop their ideas. They enthusiastically read stories and encourage children to talk about the pictures. Staff make the most of opportunities to promote children's mathematical skills. For example, they engage children in activities with shapes and support them to count accurately. During outings, children competently identify written numerals as staff point out numbers in the environment. Staff observe children closely and use careful assessment to plan for their next stages in learning. They ensure that parents are kept well informed of children's progress and offer opportunities for them to look at children's learning journals.

### Personal development, behaviour and welfare are good

Children are independent and are developing good self-care skills. For example, they competently dress themselves in outer clothing before going outdoors. Staff take children to the shops to buy fresh fruit and vegetables which are served for snack. They walk to the local park, where children practise climbing and balancing on apparatus. Staff teach children how to cross the road safely during outings. They constantly praise children and celebrate their achievements to boost their self-esteem. Children behave very well and play harmoniously together. They know how to take turns and share resources fairly.

### Outcomes for children are good

All children make good progress in their learning and development. They have good physical skills and move in a variety of ways. Children are confident and eagerly join in with activities and discussions. They efficiently categorise items by shape and recite numbers in order. Children enjoy singing songs and rhymes and enthusiastically copy the actions. These skills help to prepare children for future learning and the later move to school.

## Setting details

<b>Unique reference number</b>	512696
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1087854
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Asha Neighbourhood Project
<b>Registered person unique reference number</b>	RP902306
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	0113 2704600

Asha Preschool registered in 2001. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Tuesday to Thursday, during term time. Sessions are from 9.30am to 2.30pm. The setting provides funded early education for two-, three- and four-year-old children. They support children who speak English as an additional language.

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