

Adel Pre-School

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



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| Inspection date | 18 April 2018 |
| Previous inspection date | 13 January 2015 |

| 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

- Children are extremely happy and settled. They show high levels of self-confidence and self-esteem, benefitting from having warm, caring and trusting relationships with the enthusiastic, thoughtful and considerate staff team.
- Children learn about healthy lifestyles, the growth of vegetables and new life. They benefit from daily exercise routines. Children manage their own self-care and thrive in the spacious, exciting outdoor environment.
- The manager is determined to provide good-quality childcare and is passionate about her role. She is committed to the continual improvement of the setting.
- Staff communicate well with parents. They effectively share information on a regular basis about what the children are learning and their progression. Parents are very complimentary about the caring staff team and the service they provide.
- The staff team plans a range of activities to challenge children across all areas of their learning. Children make good progress from their starting points and gain the skills needed for their eventual move on to school.

It is not yet outstanding because:

- Although staff benefit from an annual supervision meeting, professional development opportunities are not yet astutely focused on supporting staff to raise their knowledge, skills and expertise to the highest level.
- Planned activities are not always precisely focused on what individual children need to learn next, to help them make rapid progress in their learning.

What the setting needs to do to improve further

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

- strengthen arrangements for the supervision of staff to extend and share staff knowledge and expertise, and raise the quality of teaching to outstanding
- focus planned activities more precisely on what the children need to learn next to help every child make more rapid progress in their learning.

Inspection activities

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

Inspector

Julie Dent

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff team attend regular safeguarding training and have a good understanding of the risks to children, including neglect, physical abuse and radicalisation. The manager frequently tests the staff's knowledge and understanding of child protection through revisiting policies and procedures at staff meetings. Children are kept safe through the effective implementation of risk assessments and reinforcing rules and boundaries. The manager is keen to improve the setting to provide the highest-quality experiences and is making good use of partnerships with the committee and early years consultants to further develop the provision. The manager and staff track children's progress regularly and close any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff create a warm, welcoming and stimulating environment for children. Play spaces are set up to spark children's interests, including investigation areas in the indoor and outdoor environment. Children explore the 'mud kitchen' where they create mud pies and pretend to cook. The outdoor construction area allows children to experiment with a variety of bricks, both big and small, and a selection of tools. Staff encourage children's mathematical skills as well as their thinking and problem-solving skills. Children learn about life cycles as they care for and watch caterpillars change into chrysalis and then into butterflies before they release them outside in the garden. The staff team plans a range of activities for the children based on their interests and various themes. For example, they plan a focused activity to teach the older children the difference between fact and fiction books. Children benefit from daily yoga sessions and weekly Spanish lessons, acquiring knowledge and understanding of the world and extending their vocabulary.

Personal development, behaviour and welfare are good

The staff support children's emotional well-being and are attentive to their needs. Children seek reassurance when they need it and staff provide cuddles when a child is upset or tired. Staff teach children about healthy lifestyles and the importance of eating healthily and being active. Staff promote positive behaviour. Children behave well and are developing their independence. Children are taught how to keep themselves safe and manage risks safely. Staff work in partnership with external professionals to meet the development and personal care needs of children who have special educational needs (SEN) and/or disabilities.

Outcomes for children are good

All children, including children who have SEN and/or disabilities and children who speak English as an additional language make good progress from their starting points. Children are motivated to learn and are developing skills needed for future learning and the eventual move on to school. Children approach activities with enthusiasm and become absorbed in their play. Children develop early mathematical skills and are developing a good understanding of number as they count and estimate.

Setting details

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| Unique reference number | 512647 |
| Local authority | Leeds |
| Inspection number | 1091208 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 40 |
| Name of registered person | Adel Pre-School Committee |
| Registered person unique reference number | RP518943 |
| Date of previous inspection | 13 January 2015 |
| Telephone number | 0113 2817979 |

Adel Pre-School registered in 1963 and is run by a committee. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The setting opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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