

Garforth Pre-School

Welfare Hall, Main Street, Garforth, Leeds, West Yorkshire LS25 1AA



Inspection date	14 November 2018
Previous inspection date	21 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager has worked in close partnership with the local authority adviser. For example, they have a robust plan in place and have taken effective action to help drive improvement in the setting.
- The manager monitors the quality of staff practice. She regularly completes supervision meetings and observes their interactions with children. This helps to raise the quality of teaching consistently, overall.
- Staff find out what children know and can already do when they start at the setting. They gather information from parents and use this to plan activities to support what they need to learn next. Children make good progress.
- Staff access regular professional development opportunities. For example, they develop their knowledge of observation, assessment and planning. This helps staff to offer experiences that are well targeted to children's individual needs and interests.
- The staff work closely together. They create a calm and happy environment where children settle quickly. These positive relationships foster children's confidence and self-esteem successfully.
- Children who require extra support are identified quickly. Staff work effectively with other professionals, such as the speech and language therapist. This helps to put strategies in place swiftly that help children to achieve.

It is not yet outstanding because:

- Staff do not consistently organise daily routines effectively to help children practise their self-help skills or make their own decisions.
- Staff do not provide a wide range of opportunities to help children to develop their understanding of technology or practise their technological skills.

What the setting needs to do to improve further

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

- review the organisation of daily routines to help extend opportunities for children to make their own decisions and practise their self-help skills even more
- broaden opportunities to use technology in activities to help enhance children's understanding and develop their skills further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 manager of the setting.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning, policies and procedures, and evidence of the suitability of staff and committee members.
- The inspector spoke to parents during the inspection and also took account of their written views.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The manager monitors the progress that key groups of children make. This helps her to identify gaps in children's learning. For example, staff include more numerals in the environment, such as 'dinosaur feet' for children to count and jump along. This helps to promote children's mathematical development further. The manager shares key information with other settings where children attend. She invites teachers to visit children in the setting and successfully promotes their transition on to school.

Safeguarding is effective. Staff can identify possible signs and symptoms of abuse. They understand who to share their concerns with and what action to take. They identify and minimise risks to children in the setting effectively.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and enjoy joining in with children's play. They consistently promote children's communication and language skills. For example, while children concentrate on filling and emptying containers, staff clearly label the items, such as 'duck' and 'octopus', and encourage children to repeat the words. Staff skilfully support children to take turns while mixing ingredients to make dough. They ask children to measure two spoonfuls of oil or half a cup of salt. They use words, such as 'full' and 'more'. This helps to promote children's understanding of mathematical language. Staff keep parents well informed about their child's progress through daily conversations, observations and assessments. Parents are encouraged to share learning from home. One example of this is capturing photographs and items, such as a leaf from an autumn walk, in a book. Children enjoy sharing and talking about their experiences to the group.

Personal development, behaviour and welfare are good

Staff support children to develop friendships and learn how to cooperate with others successfully. Children behave well. They listen carefully to instructions and respond well. For example, they wash their hands before eating a snack. Staff remind children of the importance of getting rid of the germs to stay healthy. Children enjoy being outside. They dip brushes in water and make marks on the walls. They dig, build and explore the sand together. They use their problem-solving skills while posting different sized balls down bendy tubes. This helps to develop their physical skills successfully.

Outcomes for children are good

Children are achieving in line with expectations for their age. They show good concentration and engagement in activities. For example, boys spend long periods building towers from bricks. Children are imaginative and enjoy driving different vehicles around the road mat and in the garage. They enjoy listening to stories and rhymes, and excitedly join in with the actions. They practise writing their names and talk about different stampers they use. This helps children to develop vital skills in preparation for school and their future learning.

Setting details

Unique reference number	512711
Local authority	Leeds
Inspection number	10079524
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	15
Number of children on roll	18
Name of registered person	Garforth Pre-School
Registered person unique reference number	RP910239
Date of previous inspection	21 November 2017
Telephone number	0113 232 0421

Garforth Pre-School registered in 1978 and is located in Garforth, Leeds. The pre-school opens from Monday to Thursday during term time and opening times are from 9am to 12.10pm. The pre-school employs three members of childcare staff, all of whom hold appropriate childcare qualifications.

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