

Chapel Street Pre-school

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



Inspection date

20 November 2018

Previous inspection date

13 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provides regular one-to-one meetings for all staff. This enables staff to talk about their training needs, their key children and any confidential matters that may concern them. Staff observe one another's practice and share their training knowledge. This helps to ensure teaching continues to be good.
- The manager and staff evaluate the quality of provision using accurate self-evaluation. They take into account the views of parents and children to improve their practice continuously.
- Staff make regular observations and accurate assessments of children's learning. These are monitored well and next steps for children's individual development are identified and targeted to close any potential gaps in a timely manner.
- Staff work well with parents and other professionals to quickly identify and support children whose achievements are below what is expected for their age. This helps to make sure children with special educational needs and/or disabilities make good progress given their capabilities.
- Children share warm, supportive relationships with staff, helping to foster their emotional security. They demonstrate a strong sense of belonging and are supported by staff who know them well. Children are happy and settled.

It is not yet outstanding because:

- Staff do not consistently make sure that they manage the environment in a way that supports children's learning as effectively as possible. For example, noise levels are sometimes too high for children to hear what is being said to them.
- The management team does not use the information gathered from assessments to compare the progress made by different groups of children to help ensure all groups are supported effectively to make the best possible progress.

What the setting needs to do to improve further

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

- give more consideration to how the environment can best be managed to enable children to consistently hear what is being said to them
- embed the systems for comparing the progress made by different groups of children to make sure that all groups receive the specific support they need to make as much progress as possible.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff throughout the inspection.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection procedures and know how to manage any concerns they may have about a child's welfare. Staff deployment is good and children are well supervised. Risk assessments ensure that all potential risks to children are minimised. The manager encourages staff to attend training to build on their existing knowledge and skills. For example, staff have an even greater appreciation of how very young children prefer to learn. The manager and staff monitor individual children's progress well to help close any gaps in their learning. Parents are happy with the service. They describe how there is a consistently warm and caring approach provided by all the staff towards their children.

Quality of teaching, learning and assessment is good

Staff carry out observation and assessments of children's development and have a clear understanding of their next steps in learning. They also make effective use of advice and targets set by other professionals to support children's individual learning needs. Staff use what they know, alongside children's interests, to inform the planning of activities. For example, older children take part in activities where they match numerals to the right number of objects. This helps to support their mathematical skills. Staff support children to explore and solve problems. For example, they teach children how to use the bubble wand and what they have to do to create bubbles. Staff skilfully adapt their teaching while children join and leave activities according to their preferences. They promote children's language and communication development well. For example, during activities staff use a range of questions to extend children's problem-solving skills and to enhance their growing vocabulary.

Personal development, behaviour and welfare are good

Staff are attentive to children's needs and are nearby to offer them support and guidance as they learn. During the routine of the day, children follow good hygiene routines and observe the good practice modelled by staff. Staff skilfully engage children in activities that help them to confidently join in with group activities. For example, younger children particularly enjoyed taking part in a music and movement session where they moved their bodies in different ways. Staff encourage children's good manners and social skills and children behave well. Children have good opportunities to be healthy. They enjoy their healthy snacks and are keen to be outdoors. Staff teach children about personal safety, for instance, they learn to hold on to the banister as they walk down stairs and practise the emergency evacuation procedure.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress in their learning. Children are confident to make independent choices about activities and spaces where they want to play. They make marks as they use brushes and their hands to explore paints and as they use pencils and paper to make their own pictures. Children socialise well with others and enjoy asking and answering questions. For example, as they look through a book about the body, they are keen to learn more about bones and the brain.

Setting details

Unique reference number	512718
Local authority	Leeds
Inspection number	10070928
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	55
Name of registered person	Chapel Street Playgroup Committee
Registered person unique reference number	RP518960
Date of previous inspection	13 May 2015
Telephone number	01132640093

Chapel Street Pre-school registered in 1993. The pre-school employs 13 members of staff. Of these, one holds an appropriate early years qualification at level 6, nine hold appropriate early years qualifications at level 3, one at level 2 and two are unqualified. The pre-school opens from 9.15am to 3.30pm, each weekday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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