

# Inspection of Deepdale Pre School

Boston Spa Children's Centre, Boston Spa, Near Leeds LS23 6EH

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Inspection date: 10 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy the time that they spend at this welcoming and friendly setting. They arrive happily and with enthusiasm to learn. For example, children separate quickly from their parents and identify and place their name in the registration basket. Children settle well and show that they are happy and feel safe and secure. They have a positive attitude to their learning and are eager to take part in activities. For instance, they become engaged in their play, such as when they pretend to plant vegetables in the soil. Children behave well as they listen to the instructions from staff and help to tidy away their resources. They make friends and cooperate with each other.

Staff help children to be confident to speak and widen their vocabulary. For instance, staff talk about 'static' when their hair stands on end during a parachute activity. Children join in well with the actions to nursery rhymes and songs. They dance with gusto and get their bodies moving. This helps them to understand the importance of physical exercise. Staff place a high importance on developing children's interest in literacy. They encourage children to choose books for themselves and have daily story times. Staff read skilfully, and ignite children's interest by introducing puppets and props.

### **What does the early years setting do well and what does it need to do better?**

- Staff use activities, such as daily routines, to help children develop an understanding of healthy living. For example, they encourage children to make healthy, informed choices about what they eat first from their lunchboxes. Children know that they need to wash their hands before eating to reduce the risk of infection. They enjoy outdoor activities in the fresh air and have regular opportunities to exercise and be active.
- Staff are good role models and give children clear messages about expectations for their behaviour. As a result, children's behaviour is good. Staff understand that children learn from what they see and hear. They consistently say 'please' and 'thank you' when interacting with them. Children learn to be respectful to others and use good manners.
- The manager and staff team closely monitor and track children's development, to promptly identify any potential gaps in their learning. Information is shared with other professionals who are involved with the children. This enables staff to successfully access valuable information about children's learning and development. Additional funding is used effectively to provide well-targeted resources and experiences, which some children need to help them achieve and develop so that they make good progress.
- Staff frequently share useful information with parents. This includes information about current and future activities. Staff guide parents by providing information

about what their children are learning next, so that they can provide consistent support for children's learning at home. This has a positive impact on the progress children make.

- The manager ensures that the pre-school is very inclusive. This is shown, for example, by the care that staff take to find out about the home languages of children who speak English as an additional language. Staff support children to help them understand the similarities and differences between themselves and others. For instance, they teach children key words in Polish. This helps to broaden children's understanding of the world.
- Staff working with toddlers and pre-school children have high expectations of them. Staff provide activities that follow the child's individual interests and their next steps in learning. For example, they enthusiastically talk to children about the food they are using to make 'pizzas'. However, at times during adult-led activities, children are not given the opportunity to extend and follow their own ideas.
- Managers support staff to manage their workload effectively and maintain their well-being through regular supervision. They support staff to develop their skills. However, this does not always focus enough on key areas such as current legislation.
- The manager is a reflective practitioner who uses self-evaluation successfully to identify the nursery's strengths and areas for development. She includes staff, parents' and children's views in her self-evaluation.

## **Safeguarding**

The arrangements for safeguarding are effective.

Overall, staff recognise the signs and symptoms that indicate a child may be at risk of harm. A safeguarding policy is in place and staff know the procedures to follow if they have concerns about a child. Staff have completed training and are aware of some aspects of wider safeguarding issues. Robust procedures are in place, for example unexpected absences are monitored and children's safety is prioritised.

## **What does the setting need to do to improve?**

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

- develop staff's awareness of enabling children to extend their own ideas during activities
- build on the programme of staff training so that their knowledge is constantly improving to the highest level.

## Setting details

<b>Unique reference number</b>	EY547694
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10123414
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Deepdale Pre School Limited
<b>Registered person unique reference number</b>	RP547693
<b>Telephone number</b>	07896281081
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Deepdale Pre School re-registered in 2017. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens during term time, Monday to Friday, with occasional holiday clubs. Sessions are from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Dent

### Inspection activities

- A learning walk was completed with the pre-school manager to observe the quality of children's experiences and staff's teaching practice.
- The inspector held a leadership meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- Parents' views were taken into consideration on the inspection day.
- The inspector observed interactions between the staff and children during activities, and assessed the impact these had on children's learning.
- The inspector completed a joint observation of an activity with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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