

Inspection of Asha Preschool

43 STRATFORD STREET, LEEDS, WEST YORKSHIRE LS11 6JG

Inspection date:

30 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy at this setting. They have strong relationships with staff and engage well with them. Managers allocate children to key persons who speak the same home language as the family. This ensures that communication between the setting and the families is understood. However, parents comment that they are unaware of their child's key person and their children's next steps in learning. Children show an interest in the activities that are on offer. However, staff are not consistently clear about the curriculum goals and do not have a clear knowledge of what each child needs to learn next.

Children behave well. They understand the rules that are in place and follow these. For example, when on an outing, children know to stop at the edge of the road to look for cars before crossing. Children are encouraged to share resources. During a colour-matching game, children listen for their own name for their turn and then allow their peers a turn. Staff sing to children and cuddle them in a cosy area when they are tired. This helps children to feel safe.

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

- At times, staff plan activities that are not appropriate for the age and stage of children. For example, they encourage younger children to trace numbers on a piece of paper. Children do not yet have the skills to do so, therefore the impact on their mathematical learning is limited. Staff do not recognise this when asked about the purpose of the activity.
- As staff are unclear about individual children's next steps in learning, this limits the information that they share with parents about their child's learning and progress. Staff use registration forms to gain information about children's stages of development when they start at the setting. However, key persons do not use this information effectively to facilitate their future teaching and children's learning.
- Children with special educational needs and/or disabilities (SEND) make good progress. The setting provides a higher ratio of staff for children with SEND, to support them. Staff work with other agencies, such as speech and language therapists, to implement strategies to develop children's communication skills. Staff model phrases to encourage children to express their own thoughts and ideas. Staff repeat words back to children to secure their understanding.
- Children learn good hygiene skills. They wash their hands before mealtimes and after using the toilet. Staff provide children with healthy snacks throughout the day. Managers communicate their expectations for children's lunch boxes to parents. When children do not have a nutritious meal provided, staff offer healthy alternatives, such as fruit.
- Staff report that they feel supported by managers. They have regular

supervision sessions when they can raise any safeguarding or developmental concerns. However, occasionally, the language that staff use does not promote a respectful culture in the setting. This does not promote the celebration of characteristics that make people unique.

- Staff take children out of the setting daily. They visit the local park, where children are supported to develop physically. Children climb up rope ladders with the assistance of an adult. They navigate large steps independently and show joy when sliding down the slides. Staff explore with children and model how to do new things. For example, staff show children how to hop and jump during hopscotch. Children watch, and then try themselves.
- Occasionally, when children become frustrated, such as when attempting to put on their own coat, staff respond with expressions such as 'no crying.' This does not support children to learn how to express and regulate their own emotions.
- Staff give children experiences they may not otherwise have. Children visit local shops to buy cultural foods and use money to pay. They then explore these in the setting. Children learn about festivals that are relevant to themselves and their friends. This extends their knowledge of other religions and faiths before they go to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the importance of reporting safeguarding concerns accurately and in a timely manner. They know who to contact if they have a concern about a colleague, and where to escalate concerns to if they are not satisfied with the outcome. Staff can detail the signs and symptoms of different types of abuse, including female genital mutilation and drug trafficking. Children are kept safe in the setting and during their daily trip in the local area. Staff understand the importance of monitoring children's attendance. They can raise any safeguarding concerns in regular supervision sessions with managers.

What does the setting need to do to improve?

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

- plan a curriculum that takes account of what children need to learn next and helps them to make good progress
- create and foster a respectful culture in the setting among children and staff
- respond appropriately to nurture children's emotional development, to help children to learn to express and manage their feelings
- communicate effectively with parents, particularly around children's learning and development.

Setting details

Unique reference number	512696
Local authority	Leeds
Inspection number	10263480
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	10
Number of children on roll	4
Name of registered person	Asha Neighbourhood Project
Registered person unique reference number	RP902306
Telephone number	0113 2704600
Date of previous inspection	3 May 2017

Information about this early years setting

Asha Preschool registered in 2001 and is located in Leeds. The setting employs four members of childcare staff, two of whom hold appropriate early years qualifications at level 3 or above. Two other members of childcare staff hold an appropriate qualification at level 2. The setting opens during term time, from 9.30am to 2.30pm, Tuesday to Thursday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Abby Clarkson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager and the inspector carried out a joint observation during a trip to the local park. This was then evaluated together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022