

Inspection of Adel Pre-School

Adel Methodist Church Hall, Gainsborough Avenue, Leeds, West Yorkshire LS16 7PQ

Inspection date: 17 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children enjoy cold winter days at the pre-school. They explore blocks of ice they froze overnight and, when they have melted, pour each other water into china cups. Children are wrapped up warm and love being physical. For example, they ride their bikes and build bridges with planks of wood to balance on. Staff support children to think and understand by asking, 'is it slippery?' Children enjoy reading stories with a member of staff. They love changing the books from the library area into the shed outside. Children enjoy making pretend soup in the mud kitchen. They chop up fruit and vegetables and stir in the water before asking staff to 'try it'. Their love for the outdoors is evident, as the children do not spend long indoors before wanting to be outside. They run outside and roll their bikes down the ramp.

Younger children also like to play inside, reading books with the staff. They make connections to their own home life and their pets. Other children enjoy painting and exploring the dinosaurs. For instance, they put the dinosaurs' feet into the paint. Children look for shapes in the sand area and balance these on the shelf above, working out how to make them all fit.

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

- Children enjoy lots of physical activity. For instance, they climb ladders and use tweezers to pick up ice. This supports children's gross and fine motor development.
- A love of stories is evident. Children access a range of books and proudly shout, 'going to the library', when they change books. This encourages communication and language. Staff build on the vocabulary and extend children's understanding by using effective questions.
- Children behave very well, and they are respected and nurtured by all staff. This means that they are willing to try new activities, such as balancing on the beams. Staff suggest new ways of moving, such as sideways like a crab, and children have a go.
- Staff provide a range of outdoor activities, such as painting and exploring mud. Children make shapes with their shadows as the sun shines and bang hammers on ice that has frozen overnight. This develops their understanding of the world.
- Leaders have a clear vision and plan for the future. They are supportive to staff and hold regular supervision meetings with them. Staff meetings are used to evaluate practice.
- Leaders adapt practices and gain advice to support all children's needs. They have a good understanding of how to use funding to support children with special educational needs and/or disabilities (SEND).
- Leaders know children well, including what they are working on and how to implement this. For instance, they encourage children to butter the toast

themselves. Children understand how to progress further. For example, during nappy changing, staff show and talk about the use of the potty and the toilet.

- Children's independence skills are developing very well. They choose toys, and staff support their thought processes. Children are confident and interested in the world around them.
- Partnerships with parents are very good. They are very complimentary about the friendly and welcoming staff. They love taking part in fundraising and comment on how well they are communicated with. However, home learning is not yet embedded, to continue children's development at home.
- Children enjoy singing nursery rhymes and taking part in action songs. Staff use signing, and some children are learning to copy these signs too, to support their language development.
- Children are very comfortable with staff and enjoy relationships with them all. This helps children to settle easier and engage with learning.
- Staff help children to learn about festivals and cultures by, for example, displaying an object of interest and a book. However, further development is needed to ensure children develop a deeper understanding of cultures and home languages.
- Staff are happy and feel they have a great team around them. They love learning and training. They make connections about the children in their care and put this information into practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about safeguarding. They know where to get further advice or who to refer to if they have concerns. The manager has a good understanding of local issues, such as county lines. The manager and staff communicate well with parents and offer support and help. The setting is a safe area. The premises are secure, with gates and lockable doors. This means that staff are aware of who is entering or leaving the premises.

What does the setting need to do to improve?

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

- continue to embed home learning practices, to enable parents to fully support their children's learning at home
- develop further exploration regarding cultures and home languages, to enable children to learn that they are unique and help them to understand diversity.

Setting details

Unique reference number	2620448
Local authority	Leeds
Inspection number	10264306
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	45
Number of children on roll	28
Name of registered person	Adel Pre-School C.I.O.
Registered person unique reference number	2620447
Telephone number	01132817979
Date of previous inspection	Not applicable

Information about this early years setting

Adel Pre-School CIO registered in 2020 and is based in Leeds. The setting is open Monday to Friday, term time only, from 8am till 4pm. The setting is registered to accept funding for two-, three- and four-years olds. There are seven members of staff, and the manager is qualified as an early years teacher.

Information about this inspection

Inspector

Laurafay Muranka

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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