

Inspection of Yeadon Town Hall Pre-school

Yeadon Town Hall, High Street, Yeadon, Leeds, West Yorkshire LS19 7PP

Inspection date:

2 February 2023

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

The nursery has a well-established staff team. However, the manager has become complacent in the recruitment of new staff. There are some weaknesses in vetting procedures to ensure staff are suitable to work with children. Effective supervisions are not in place and the manager does not always identify areas for development. Staff do not receive specific support, coaching and training to improve their personal effectiveness.

Despite the weaknesses in leadership and management, children are happy and well cared for at this pre-school. Staff develop strong, secure relationships with children, and children's behaviour is good. Staff know children well. They can talk about where children are in their learning and what their next steps are. Children with special educational needs and/or disabilities (SEND) are extremely well cared for. They take part in all aspects of the pre-school. Staff working with children with SEND are knowledgeable about the children's individual needs. They work with outside agencies to provide suitable resources and equipment. Children, including those with SEND, enjoy singing and dancing together and follow the actions to the rhyme 'Heads, Shoulders, Knees and Toes'. Parents and carers are very happy with the care their children receive. They feel well informed and report that the staff are 'caring, warm and welcoming'. Parents comment on the good progress their children have made since starting the pre-school.

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

- The manager ensures the basic checks are carried out when new staff are recruited, such as Disclosure and Barring Service checks. However, they do not always obtain a wider range of checks in a timely manner. The risk to children is minimised as these staff are never left alone with children. The manager relies on her relationships with long-standing staff members and does not routinely ask them about any changes to their circumstances.
- Effective supervisions are not in place for staff to receive the necessary support to improve their practice. Managers do not regularly observe the quality of education delivered to children. They do not pick up on staff's inconsistency to engage all children in their learning. As a result, staff do not have clear areas for development in their practice.
- Children develop a love of books and stories. They know that a book is a library book by the label in the front. Children listen to stories one to one and in small groups. They join in with repeated refrains and predict what is going to happen next. However, during discussions, staff allow the more confident children to take the lead and quieter children do not always have the opportunity to be heard.
- Children develop an understanding of mathematical concepts. For example,

children use a dice and learn to look at the dots and recognise how many there are without counting them. They count and match quantities. Staff model counting when giving out cups at snack time. Children measure how tall they are and compare their height to their friends.

- Older children show good levels of concentration. They play games in small groups and work together. They learn the rules of the game and how to take turns.
- Staff support children's language development. They introduce new words during stories, for example the word 'mischievous'. Staff repeat this new word to reinforce children's understanding. Children were confident to speak with the inspector. They told her they like playing with play dough and cars and putting the truck down the slide.
- Children learn about the community in which they live. They go to the market to buy the fruit for snack time, visit the library to borrow books, and sing for the residents in a local care home.
- The manager has a clear overview of what children need to learn, from the younger two-year-olds to the older four-year-olds. The space is managed to support both age groups, and activities support the differing needs of the children. Younger children use chunky pencils. Older children learn to use scissors and a tape dispenser with skill. Children develop the skills they need for later life.
- Funding is used effectively to support children's individual needs. For example, early years pupil premium funding is used to provide additional sessions for children to access more from the pre-school.
- The pre-school is very inclusive. The manager works closely with outside agencies to support children with SEND. Any needs are quickly identified, and training and equipment are sought to ensure children can access all parts of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff know the children they care for very well and are alert to changes that may indicate a child welfare concern. They can identify signs and symptoms of abuse. All staff, including the newest members, are clear about the procedures to follow should they become concerned about a child or adult. Staff and leaders ensure the environment is safe for children to play in. They assess any risks and put steps in place to minimise potential hazards. The premises are safe and secure to ensure children cannot leave unsupervised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
strengthen systems to ensure that staff are suitable to work with children, including the ongoing suitability of staff	01/03/2023
implement appropriate arrangements for the supervision of staff, which provide support, coaching and training for staff to improve their personal effectiveness and promote the interests of children.	01/03/2023

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

- provide opportunities for all children to have a voice and express their opinion during group activities.

Setting details

Unique reference number	EY314916
Local authority	Leeds
Inspection number	10275991
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	2 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Speight, Anne Elizabeth
Registered person unique reference number	RP909706
Telephone number	07757436633
Date of previous inspection	15 March 2018

Information about this early years setting

Yeadon Town Hall Pre-school registered in 2005. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The pre-school opens five days a week during term time only. Sessions are 9am until 3pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- 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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