

Inspection of Asha Preschool

43 Stratford Street, LEEDS, West Yorkshire LS11 6JG

Inspection date: 4 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff create a warm, welcoming environment for children and their parents. There have been changes at the setting. However, this has had minimal impact on children's learning and development due to the positive relationships. Children are settled and learn to behave very well. They respond well to the praise for their efforts and their successes. Consequently, they are motivated to try again or try even harder. For example, children are proud of zipping their coats up, pouring their milk or climbing higher. They enjoy learning and practising their skills.

Overall, staff promote a good level of English. Parents confirm that their children are learning English quickly. At times, staff also switch into children's home language. This helps children to feel settled. It also helps parents to feel welcome and makes sure that important communication about children's care and learning is understood. Children benefit from the high level of one-to-one support. This means that staff get to know the children very well, and they often spend time interacting with children individually. The high staffing levels also provide a good level of support for children with special educational needs and/or disabilities (SEND).

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

- Unexpected changes have created challenge for the provider in several areas. However, the new team has reacted quickly and worked well with the local authority. This means that disruption to the smooth running of the pre-school has been kept to a minimum. Action taken to address weaknesses at the last inspection is also beginning to work well in practice. However, systems to monitor quality and effectiveness are not yet addressing all minor weaknesses. For example, after their walk out, staff do not routinely take time to deepen children's learning about what interested them at the park.
- Staff support children's developing language well. They engage children in conversation throughout the day. At times, the conversational style is calm and purposeful. Staff repeat single words from a long sentence so that children hear and repeat key words. They weave mathematical language into all aspects of children's play. However, there are occasions when adults talk too quickly without giving time for children to respond. There is also little attention given to the specific vocabulary that children need to learn as part of a theme or topic.
- Staff have a detailed knowledge of children's learning needs. This helps them to deliver a curriculum based on each child's interests and abilities. Staff know which children can nearly count to 10. They know which children can almost use the toilet independently and who can nearly climb to the top of the frame. This helps staff to offer support and encouragement, in the right balance, at the right time. The quality of teaching is often good.
- Parents are very pleased with how their children have settled. They say that

their children are being helped with their physical skills and their behaviour. Parents are confident that staff are helping children to learn English. However, they are not sure which particular words or songs they are learning.

- On the whole, children are confident in purposeful routines that promote their independence. For example, children routinely wash their hands before eating. They happily help to tidy up ready for snack. They also learn to get themselves ready for group time.
- Staff take the children out into the community each day. This is a strength at the setting. They learn how to buy fruit for their snack on their shopping trip. Children particularly enjoy going to the local park. They develop their strength, balance and confidence as they climb higher up the frame. Children learn to enjoy a healthy, active lifestyle and feel part of the wider community. They are also excited to find ladybirds in the grass. Staff help children to notice the different shades of red, count the spots and how to handle them with care.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms that children might be at risk of harm outside the setting. They understand children's behaviour and how they use this to communicate their feelings. Support from the wider organisation and awareness of other agencies ensure that children and parents receive the support they need. Staff encourage children to develop the skills and understanding they need to keep themselves safe. When hazards are pointed out on the way to the park, children point them out themselves on the way back. Their good behaviour also promotes their safety. They learn to listen to staff and heed what they say.

What does the setting need to do to improve?

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

- strengthen monitoring systems so that leaders can make improvements to everyday routines and situations that will have the greatest impact on children's learning
- support children's developing language even more by, for example, being more precise about the vocabulary and songs that children are learning and need to practise, so that this can be more easily supported by all staff and parents.

Setting details

Unique reference number	512696
Local authority	Leeds
Inspection number	10269579
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 3
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	30 November 2022

Information about this early years setting

Asha Preschool registered in 2001 and is located in Leeds. The setting employs two members of childcare staff and uses up to two regular bank staff. Employed staff hold appropriate early years qualifications at level 3 or above. Bank staff hold an appropriate qualifications 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

Pat Edmond

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed children taking part in a range of activities, both indoors and outdoors, and discussed their learning with staff.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke with the manager, directors and staff during the inspection. Parents and children also contributed their views, and these were taken into account.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

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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