



# Headingley Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338290
<b>Inspection date</b>	13 March 2007
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Shire Oak (CE) VC Primary School,, Wood Lane, Headingley, LEEDS, LS6 2DT
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<b>Registered person</b>	Headingley Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Headingley Pre-School is an established group which re-registered in 2006. It operates from a portable building on the grounds of Shire Oak Primary School and is situated in the Headingley area of Leeds. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 12.00 term time only. All children share access to an enclosed outdoor play area.

There are currently 30 children aged from two to five years on roll. Of these, 24 children receive funding for early education. Children come from a wide catchment area. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are protected from infection and are well taken care of if they have an accident or become ill; because practitioners are trained in administering first aid. Suitable arrangements are in place to care for children who are ill; and appropriate permissions are in place regarding the administration of medication to children. However, the medication record book has not been devised.

During the morning children have free access to fruit and drinks. Snack times are a social occasion where small groups of children eat together whilst enjoying each others company. They learn about healthy eating through discussion and visually through displays in the café area. As a result, children understand foods, which are good for you and foods that are not good for you.

Practitioners appropriately follow environmental health and hygiene guidelines, policies and procedures. For example, they make sure spillages are promptly cleaned and their food hygiene training is adhered to. Children have a clear understanding of why they wash their hands. For example, three-year-olds and four-year-olds explain 'they wash their hands because they will get germs, which will make them ill.' As a result, children are protected from infection.

Children play in a suitable outdoor play area with an appropriate range of outdoor toys and activities. They thoroughly enjoy the freedom of playing outdoors. For example, three and four-year-old boys skilfully ride their bikes and scooters. A three-year-old experiments going backwards on his scooter, whilst his four-year-old friend practices doing a wheelie. Three and four-year-old girls play on the grassed area with ribbons. They twine them in and out of the plastic trellis; they enjoy doing this activity for a good period of time. However, opportunities for children to climb and balanced are missed, because equipment pertaining to this is not yet available.

Children have good opportunities to rest according to their needs. For example, two children sit in the book corner, a three-year-old boy and a three year old girl. The three-year-old boy has a book of ladybirds, he counts eight ladybirds by pointing to each one. He turns the pages carefully to the end. The three-year-old girl chooses a story with a moral. She concentrates on the illustration, looking at every detail. The three-year-old boy joins her; they both become engrossed in the detailed illustration. They point out different details reminding each other of the story. On the last page the three-year-old boy points. "Look at the shoe" he quietly exclaims.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very welcoming indoor and outdoor environment. The walls are filled with children's artwork and children access a wide range of indoor toys and equipment from easy to reach shelves. Space is organised effectively, creating a child-friendly environment which enables children to explore and take risks while being appropriately supervised. Resources

are age appropriate, stimulating, and promote sufficient challenge to children. As a result, children are confident and happy.

Practitioners are vigilant in making sure the pre-school is safe. For example, all low electric sockets are covered and there are no trailing flexes. The children are never left alone and the gate leading from the playroom to the kitchen is kept locked. Children know the rules of the pre-school and do not run indoors. Children learn about fire safety through discussion, but this has not been practiced. The main entrance is effectively monitored by practitioners who personally greet parents and their children as they come into the setting. All visitors are asked to sign into the visitor's book. During the session the main gate to the garden is padlocked. As a result, children are secure on the premises.

Practitioners have a very clear understanding of the child protection policy and a sound knowledge of what to do if they are concerned that a child might be at risk. As a result, children are safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children develop confidence and self-esteem. They respond positively to indoor and outdoor experiences. For example, young children enjoy exploring the outdoor environment, a two-year-old confidently strides over to the sand tray filled with leaves and twigs. He takes the dinosaurs out of the tray and put them onto the floor. A small group of two year olds happily paint the play house with water. When asked what they are doing they say 'we are washing the house.' Older children choose what they want to play with from a wide range of activities. Younger children need more direction with regard to this. As a result, opportunities are missed for young children's interest to be extended.

### **Nursery Education**

The quality of teaching and learning is sound. Children access a learning environment and programme of activities that is robust across the six areas of learning. Curriculum planning is in place and linked to the areas of learning. However, does not effectively show how staff are to be deployed or how it will be adapted for children with differing needs. Assessments are in place, however, these are not effectively linked to the stepping stones. Therefore, children's progress in relation to their starting points are not clear.

Circle time is used as a discussion time for the children. They discuss their weekend and the current theme, which is dinosaurs. Children discuss different shapes at circle time and sing the shape song of that day. Practitioners questioning skills encourage children to think for themselves. For example, a four-year-old is unhappy when he arrives at the setting. He chooses the feelings mask with the sad face to express how he is feeling. This activity is extended with picture cards. "what do you think of that one then?" Asks the practitioner. The four-year-old looks at the card. "He's sad," answers the child.

Children are making good progress in the six areas of learning. The three- and four-year-olds show increasing independence in selecting and carrying out activities. All children separate

from their carers with confidence and have a very good sense of belonging. For example a four-year-old enters the creative area, she chooses paper from the rack and decides which arts and crafts material she wants to use. Once she has finished her work, she puts her art work on the rack and washes her hands. Children show interest in mathematics. For example, a three-year-old counts up to eight by saying one number name for each item. Children have good opportunities to access mathematical material, however opportunities for children to calculate is missed.

Children thoroughly enjoy playing in the garden. They play musical instruments and pretend to move like dinosaurs. They learn to play co-operatively as they wait for their turn to throw the basket ball in the net. Children play with the small imaginative toys and talk to the play people. They build with the construction bricks and learn to negotiate when younger children interrupt their play. A three-year-old has an interesting conversation on the telephone in the home corner. However, opportunities for children to access information technology is limited.

All children have an emerging self confidence to speak to others about their interests. They enjoy an increasing range of books and handle them carefully. Children use writing as a means of recording and communicating, older children can write their own names. A small group of three and four-year-olds sit at the malleable table, they squeeze and pat the play dough before they use the tools to roll and cut their preferred shapes.

### **Helping children make a positive contribution**

The provision is good.

Parents are provided with good information about the provision, however, this needs updating to reflect the new provision. Parents are informed about their children's progress through discussion and have filled in a care plan. As a result, practitioners are able to give individual care to their children. A registration pack is given to new parents and a welcome book is available for parents to look through. This includes policies and procedures. Practitioners have devised a parent rota to encourage parents to come into the setting to help. As a result, children are well cared for because the staff effectively work with parents to meet their individual needs.

Effective systems are in place to ensure children are fully included in the setting. Practitioners have a concise understanding of the 'special needs' policy. However, no children with learning difficulties or disabilities have been officially identified.

Children are well behaved because practitioners manage their behaviour in a way that is appropriate to each child's age and stage of development. They make sure that children are not bored or frustrated, but are busy and contented. As a result, children learn to respond to appropriate expectations for their behaviour.

Children become aware of the wider society because the practitioners provide resources to extend their learning. For example, the home corner has a dressing up area with different cultural clothes and small world toys positively reflect different races. However, resources to positively reflect disability are limited. Children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is satisfactory. The parents receive newsletters and a prospectus is available. The parent notice board holds information on the foundation stage. However, this is not clearly visible. Therefore, some parents are unaware of the educational programme. The prospectus has not been updated and children's profiles do not give a clear picture of children's progress.

### **Organisation**

The organisation is satisfactory.

Recruitment and vetting procedures effectively ensure children are well protected and cared for by practitioners with knowledge and understanding of child development. Practitioners make good use of space and other resources so that children are supported during the day. However, staff deployment is not effectively planned. As a result, practitioners trained in first aid are not on the premises at all times. The adult: child ratio positively supports children's learning and play.

Most policies and procedures are updated to reflect the new provision and most are available for inspection. Policies and procedures available work in practice, to promote children's good health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management is satisfactory. The leaders have a clear vision for nursery education. They have a suitable focus on the personal development and achievement of all children and staff. However, training is not frequently accessed and time available to support practitioners in assessing children's progress is limited.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. the complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- devise a systems to record medication given to children
- make sure staff are deployed effectively to ensure at least one member of staff with a current first aid certificate is on the premises at any one time and make sure all documentation is available for inspection
- continue to develop resources that positively reflect disability.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop time management to support practitioners in assessing children's progress
- provide more opportunities for parents to become involved in their children's learning
- provide more opportunities for calculating and for children to show interest in information and communication technology
- provide opportunities for children to practice their climbing and balancing skills.

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