

Headingley Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Headingley Pre-School is run by a committee and was registered in 2006. It operates in the grounds of Shire Oak Primary School in Headingley, Leeds. Children also have access to a secure enclosed outdoor play area. A maximum of 25 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 9am to 3pm during term time only. Children can attend a variety of sessions.

There are currently 52 children on roll who are all within the early years age group. The setting is in receipt of funding for early education and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are 11 members of staff who work directly with children. Of these, four hold Qualified Teacher Status, two hold a qualification at level 6 in early years, two hold a qualification at level 3 in early years and three hold a qualification at level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and involved in a stimulating, pleasant and inclusive environment. They are confident and active learners who make good progress in their learning and development. Well structured policies and procedures effectively safeguard children and promote their welfare. Overall, the setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users. Staff have developed and value, warm and caring relationships with children and their families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend further the self-evaluation system to routinely take into account the views of parents, carers and children when identifying the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding procedures. They know what to record and who to report to, should they have any concerns for children in their

care. Policies and procedures are regularly reviewed and reflect current Local Safeguarding Children Board guidelines. Robust systems of recruitment, interview and vetting procedures are followed to establish staff's suitability to work with children. Detailed annual and daily risk assessments ensure equipment and play areas are safe and secure. A clear emergency evacuation procedure is displayed and regularly practised to ensure that all children are aware of what to do should an emergency arise.

Staff are well deployed, work effectively as a team, meet regularly and operate an effective key person system. They display sensitive interactions with children, are considerate and understanding and are good role models. All children thrive as a result of effective and imaginative use of space, resources and engaging activities. Staff adopt effective practices and attend relevant training to ensure that children with special educational needs and/or disabilities or who speak English as an additional language are able to reach their full potential. The setting promotes equality and diversity well through an excellent range of resources that depict positive images of gender, ethnicity and special educational need and disability.

The staff team demonstrate a good commitment to continuous improvement. Good systems are in place to monitor the quality of the provision and staff are keen to bring about further improvements to the provision, such as the development of the outdoor area. However, at present the views of all parents, carers and children are not routinely incorporated into the evaluation of the service. The recommendations from the previous inspection have been successfully addressed, which has a positive impact on children's overall well-being and safety. Parents and carers are warmly welcomed into the setting and information is exchanged daily. Newsletters, open days and a well used notice board gives useful and current information on the setting's plans and policies. Good partnerships with other early years professionals and local schools effectively aids transitions for children. In addition the setting's involvement in a local authority communication, language and literacy project has enhanced the quality of the provision for children.

The quality and standards of the early years provision and outcomes for children

Children are assured and confident in a spacious and welcoming environment demonstrating their feelings of safety and security. The environment is clean and bright with good quality equipment and resources located at low level for easy access. Quiet, cosy areas have been established for children who want to rest or relax. Children independently access the areas of continuous provision displaying resourcefulness and creativity. For example, children eagerly make 'cement' from tree bark and design a space rocket from a plastic bottle. A free-flow system between the indoor and outdoor areas fosters children's independence and encourages physical activities such as climbing, balancing and manoeuvring wheeled toys around obstacles. Children take responsibility for their personal hygiene and understand that healthy diet and physical activity is 'good for you and makes you strong'. This helps children to adopt a healthy lifestyle. Sand and water play allows children to use small tools, compare sizes and discuss volume and capacity. Children's understanding of the wider community is fostered by a variety

of visitors. For example, children learn origami techniques from a visiting parent and have raised funds for families affected by the Japanese earthquake.

Children are good communicators and listeners and they are able to resolve minor conflicts through a process of negotiation. Staff have a consistent approach to managing behaviour and are good role models towards each other and children. Clear boundaries are in place within the setting and children respond very well to requests made of them. They are skilful at managing their own behaviour, sharing resources and taking turns which helps children make a positive contribution to the setting. Praise and encouragement is given to all children and their work is valued and displayed to give them a sense of achievement. Children enjoy books and songs and repeat familiar text and re-tell stories. Children use a digital camera to capture events and use special books to record their voices. Such skills ensure children are well equipped for future success. An effective assessment system shows that children's development from their starting points is good. Observations are detailed and evaluate children's next steps which are routinely discussed to personalise and enhance the planning process.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met