

Headingley Pre-School

Shire Oak (CE) VC Primary School,, Wood Lane, Headingley, LEEDS, LS6 2DT



Inspection date

20 March 2015

Previous inspection date

15 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Safeguarding practice is strong because all managers and staff attend relevant training. They all understand the role they play in ensuring that all children are kept safe from harm. Practice is effectively underpinned with relevant policies and procedures.
- Children's emotional well-being is exceptionally well supported because the staff provide excellent opportunities for children to flourish. There are extremely positive relationships between staff and children.
- Partnerships with parents, the host school and the committee are strong and contribute to the ongoing development of the pre-school.
- Children independently make choices from a wide range of stimulating and exciting play equipment. They move freely between the indoor and outside environment and have very good self-help skills. This supports their all-round learning and development.
- Staff are well qualified, experienced and have a good understanding of the characteristics of effective learning. They use this knowledge well to ensure children are motivated and eager to learn.
- Staff plan a varied range of interesting experiences which ignite children's curiosity. For example, the children have been learning about new life, they have been caring for a number of chicken eggs and have enjoyed watching the chicks hatch. Children discuss the process in detail and excitably talk about the chicks.

It is not yet outstanding because:

- Staff supervisions are not always based on sharply focused evaluations of the impact of staff's practice.
- On occasions, not all staff use highly effective methods for observing and assessing children's abilities. As a result, activities do not always support children's good progress to an outstanding level.

What the setting needs to do to improve further

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

- develop further the systems for conducting observations of staff's practice, in order to evaluate their skills in teaching and continually drive forward ongoing professional development
- strengthen the already good observation, assessment and tracking processes, in order to sharply focus on raising all children's attainment to the highest level.

Inspection activities

- The inspector observed activities in the inside and outside learning environment.
- The inspector spoke with children and staff. She also held a meeting with the managers and committee members.
- The inspector took account of the views of parents spoken to on the day and through their written comments.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, evidence of the suitability of staff and first-aid qualifications.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan the environment with a good range of activities across all areas of learning. Experienced, knowledgeable staff skilfully support children. They emphasise development of personal, social and emotional skills and encourage children to gain useful independent skills for their eventual move to school. Staff promote children's speech and language development well, including for those who speak English as an additional language. Children enjoy an excellent variety of outdoor opportunities, so they gain positive attitudes to outdoor activity. Staff are fully aware of what each child needs to tackle next to make progress, so children develop in line with expectations for their ages. Staff undertake thorough progress checks for all the children, so they know of any gaps in learning and address these. Staff provide necessary support for children's individual learning needs, ensuring all progress well. However, there are inconsistencies in the quality of observations, assessment and planning in the pre-school, that means children do not always make outstanding progress.

The contribution of the early years provision to the well-being of children is good

Extremely caring and nurturing interactions between staff and children ensure that they are emotionally very secure. This provides a solid foundation to develop their personal, social and emotional skills. Settling-in sessions are flexible and work extremely well. Partnerships with the host school are highly successful. Therefore, children are exceptionally prepared for the move to formal schooling. Children are extremely well supported in forming new relationships, building self-confidence and managing their feelings. Enthusiastic staff consistently encourage and reinforce good behaviour, supporting children to talk about minor disagreements. Children benefit greatly from having free-flow access to an extensively resourced outdoor play area. This supports their all-round development very well. Staff hold a valid first-aid certificate, which means they are able to deal with any emergency. Children display excellent independence, hygiene practices and self-help skills. They confidently select resources, put on their own coats and wash their hands before eating.

The effectiveness of the leadership and management of the early years provision is good

Leaders demonstrate a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. A continual system of reflection and self-evaluation means that areas for ongoing development are identified. This ensures that all children benefit from excellent opportunities that support their individual learning and development. Recruitment procedures for staff are robust. The manager ensures that new staff undergo an induction process. In addition, staff receive supervision meetings with the managers. However, at present this does not support staff to evaluate their teaching skills, share their expertise and learn from each other, through honest and critical reflection. Staff understand the need to develop partnerships with local schools, and detailed information is shared when children move to school.

Setting details

Unique reference number	EY338290
Local authority	Leeds
Inspection number	862763
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	55
Name of provider	Headingley Pre-School Committee
Date of previous inspection	15 June 2011
Telephone number	0793 0186121

Headingley Pre-School was registered in 2006. It employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including two with Early Years Professional status or Qualified Teacher Status. The pre-school opens from Monday to Friday. Sessions are from 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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