

Yeadon Town Hall Pre-school



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

Inspection date	15 March 2018
Previous inspection date	2 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her staff are motivated, passionate and reflective practitioners. They regularly review their practice and identify areas for improvement. The manager uses the views of others and takes effective steps to raise the quality of the pre-school provision.
- Staff build positive and trusting relationships with parents and grandparents. They are kept fully informed about their children's achievements. Parents highly praise staff's support of their children's confidence and independence. Parents feel that all staff are friendly and approachable. They describe the pre-school as a 'wonderful place'.
- Children are confident communicators. Staff interact skilfully with children and help them to develop their speaking skills. Young children explore items of interest that staff provide. Children demonstrate good listening and attention skills as staff talk about the items and introduce new words to help successfully extend children's vocabulary.
- Partnerships with schools are well established and effective. Teachers from schools that children are moving to visit the pre-school to get to know them. Staff work effectively with other professionals to ensure that children's learning and emotional needs are fully supported through a consistent and joined-up approach.

It is not yet outstanding because:

- On occasions, staff do not always highly challenge the most able children and extend their learning even further.
- At times, the routines that staff put in place interrupt children's concentration and dispositions for learning.

What the setting needs to do to improve further

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

- provide the most able children with an even greater level of challenge during activities to help them achieve their highest potential
- refine the organisation of routines so that children's concentration and learning is not interrupted.

Inspection activities

- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation of teaching with the manager and discussed the pre-school's self-evaluation.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school, policies and children's records.
- The inspector spoke to a number of parents and grandparents and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are trained in child protection and know how to keep children safe from harm. Staff and students are well supported. The manager implements induction for new staff. She provides effective coaching and support as she works alongside staff and helps them to understand their role. In addition, the manager and staff attend regular training that further inspires them in their work with children. Staff feel well supported. The manager monitors children's development and identifies any gaps in individual and different groups of children's learning. She ensures that support is put in place to help them catch up quickly in their development.

Quality of teaching, learning and assessment is good

Staff are qualified and experienced. They complete regular observations of children's play and make accurate assessments of their learning. Staff know the children very well. They provide young children with encouragement as they effectively teach them printing skills. Children show delight in the marks their fingerprints make with the paint. Older children are purposeful as they skilfully spoon sand into the bowl. They demonstrate their imaginative skills as they pretend to make ice cream. Staff join in and effectively use these opportunities to help children develop their mathematical understanding of more and less. Staff enthusiastically read children their favourite books. Children listen attentively and identify the characters in the stories they enjoy. Staff skilfully build anticipation and children accurately predict what will happen next. Children's literacy skills are developing well.

Personal development, behaviour and welfare are good

Staff provide a stimulating, well-resourced and homely learning environment that supports children's individual choices. Staff are respectful in their interaction with children, particularly around their self-care needs. Children are settled in the pre-school. They are responsive and well behaved. Staff use effective strategies to successfully encourage children to take turns and develop empathy for others. Children confidently pour their own drinks. Staff encourage older children to think about foods that are healthy. Children demonstrate good knowledge as they identify the benefits of healthy eating. Children demonstrate strong coordination and balance as they skilfully use the slide. Staff provide opportunities for children to learn about the wider community that surrounds them. For example, they take children on regular visits to the library, the market and to visit elderly people. This effectively helps to develop children's physical well-being and their understanding of the wider community.

Outcomes for children are good

All children, including those who receive additional funding, make good progress from their starting points in learning. Children are inquisitive and motivated and work well in small groups. Younger children describe the features of wild animals. Older children count confidently in sequence. They recognise their own name and identify the letters that their names begin with. Children acquire the skills they need for the next stage in their learning, including when the time comes for starting school.

Setting details

Unique reference number	EY314916
Local authority	Leeds
Inspection number	1104401
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	34
Name of registered person	Anne Elizabeth Speight
Registered person unique reference number	RP909706
Date of previous inspection	2 December 2014
Telephone number	07837447674

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

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