

Kirkstall St Stephen's Pre-School



Kirkstall St Stephen's C of E School, Morris Lane, Leeds, West Yorkshire
LS5 3JD

Inspection date	4 October 2018
Previous inspection date	11 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The management team has high expectations of staff. Effective monitoring programmes are in place and staff performance is managed well.
- The quality of teaching is good, staff have clear knowledge of the children and their interests. They naturally extend children's thinking skills through purposeful interactions and stimulating experiences.
- Children are highly motivated and eager to join in, they demonstrate positive behaviour as they play imaginatively and cooperatively. They move around the pre-school with confidence as they independently choose where to play.
- Assessment is accurate, and all children are making progress. There is a strong focus on developing children's communication and language, physical and social and emotional skills.

It is not yet outstanding because:

- The pre-school does not give children consistent opportunities to learn about different people and communities to take their understanding of diversity to a higher level.
- The pre-school does not seek regular feedback from parents to contribute towards their self-evaluation systems, in order to develop further.

What the setting needs to do to improve further

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

- extend opportunities for children to further develop an understanding of diversity, such as about people from different communities
- seek out regular contributions from parents to enhance the self-evaluation process.

Inspection activities

- The inspector spent time indoors and outdoors, observing the quality of teaching and assessing the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector had a discussion with the management team. She looked at various documentation, including evidence of staff suitability and qualifications, a selection of policies and children's learning and assessment records.
- The inspector considered the views of parents through discussions.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are aware of the different signs and symptoms which might indicate a child is at risk of harm. They know the appropriate steps to take should they have any concerns. Staff know how to keep children safe within the pre-school and carry out thorough risk assessments of all areas. The management team are ambitious and passionate about the childcare. They monitor staff performance well and effective systems are in place to further develop staff knowledge and skills. They ensure children are making good progress. Effective monitoring systems are in place, which look at the development of all children, including those with special educational needs (SEN) and/or disabilities.

Quality of teaching, learning and assessment is good

Staff have high expectations of children and teaching is of a consistently strong quality. Staff naturally extend children's thinking and imagination through skilful questioning and purposeful teaching. For example, when using a cardboard box as a car, children and staff work together to find a way to keep dry in a rain storm. The key-person system is effective and engages parents in children's early assessments. For instance, home visits are used to build relationships, involve parents in initial assessments and allow children to settle into the pre-school quickly.

Personal development, behaviour and welfare are good

The pre-school provides a highly stimulating environment both indoors and outdoors, and offers the children a range of resources to access independently. There is a good standard of hygiene and healthy practices are promoted. For example, children help themselves to cereal and pour their own drinks at breakfast time. Children are well behaved and appear confident as they happily talk to the inspector showing her various things they can do.

Outcomes for children are good

Children are making good progress across all areas of learning. They are developing skills that prepare them well for the next stages in their learning. Additional support has been put in place for those children with SEN. Children have a positive approach to learning, they show motivation, focus and independence. Children are keen to explore, test out their ideas and solve problems, they play cooperatively and creatively. Children develop early literacy skills and mathematical concepts as they play. For example, they fill and empty different sized and shaped containers in the water, counting how many scoops each one will hold.

Setting details

Unique reference number	EY246034
Local authority	Leeds
Inspection number	10064265
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	43
Name of registered person	Kirkstall St Stephen's Pre-School
Registered person unique reference number	RP521025
Date of previous inspection	11 December 2015
Telephone number	0113 274 9338

Kirkstall St Stephen's Pre-School registered in 2002. It is situated in the grounds of Kirkstall St Stephen's Church of England Primary School in Leeds, West Yorkshire. The pre-school opens on Monday to Friday during term time. Sessions are from 9am until 3.15pm. The pre-school employs six members of staff, all of whom hold appropriate childcare qualifications at level 3 and above. One member of staff holds early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

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