

Headingley Preschool (St. Agnes Site)

25 Burton Crescent, LEEDS LS6 4DN



Inspection date	8 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- Staff work exceptionally well with parents to support children's learning and help them to make excellent progress. They regularly update parents and fully involve them in their children's learning and development in the setting and at home.
- Staff give utmost priority to keeping children safe. Children listen extremely well and carefully follow instructions. For example, they consistently show excellent behaviour and line up patiently waiting when going indoors and outside.
- There is a highly effective key-person system. Children enjoy close and caring relationships with all staff, which help them to feel settled and support their emotional well-being extremely well.
- Children who have special educational needs (SEN) and/or disabilities receive exemplary levels of support. Staff work in harmony with other professionals to identify and provide the support children need. Children make notable progress from their unique starting points.
- Management provides high-quality support, guidance and coaching as it works alongside staff. It communicates high expectations to staff and fosters a culture of continuous improvement for children's care and learning experiences. Well-qualified staff are empowered to develop their professional knowledge and skills continuously.
- Children display high levels of positive behaviour as they form warm and caring attachments with staff and their peers. Staff are excellent role models to children.

What the setting needs to do to improve further

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

- continue to evaluate practice critically and access relevant training to maintain excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff qualifications and their Disclosure and Barring Service checks. The inspector viewed the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to parents during the inspection and took account of their written views.
- The inspector spoke to staff and children throughout the inspection and had a tour of all the areas of the setting.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff regularly attend training to develop further their excellent knowledge and skills, and to strengthen their understanding of their role in safeguarding children. For example, they have increased their awareness of how to identify and protect children from extreme views and behaviours. The manager regularly completes robust supervisory sessions with staff which, for example, help her to identify their specific training needs. The manager, staff, parents and children are all involved in the robust evaluation of the setting to improve the already excellent practice. Staff rigorously liaise with the schools children will attend to ensure a smooth move on to the next stages in learning.

Quality of teaching, learning and assessment is outstanding

Staff are exceptionally skilled at producing accurate assessments, which help them to identify strengths and gaps in learning. They use these to tailor the curriculum to children's individual needs while expertly promoting learning through play and routines. They make extremely good use of observations to plan next steps to support and help children to progress rapidly in their learning. Staff have high-quality relationships with children who have SEN and/or disabilities, and exceptional communication with other agencies. Staff expertly adapt their teaching to cater for all children, including those who have a delay in their development. For example, they skilfully and consistently use hand gestures and signing to contribute to children's understanding, communication and language development. Children are eager to learn and benefit significantly from an excellent mix of adult-led and child-initiated activities. For example, children have lots of fun outside as they make lines with pieces of wood. They ask staff for help to write a sign saying 'keep monsters away'. While doing this older children recognise different letters, some of which are in their name.

Personal development, behaviour and welfare are outstanding

Children's self-confidence is promoted remarkably well. For example, the outdoor area allows children to assess risk for themselves as they balance on logs and swing from the bars attached to tree trunks. Mealtimes are extremely sociable as staff sit with children, who eagerly show their friends what they have brought for their lunch. Children's behaviour is exemplary as they consider the feelings of others and resolve conflict for themselves. They gain wonderful first-hand opportunities to expand their understanding of people, families and communities through weekly trips to the local care home. Children are superb problem solvers and have a secure understanding of how to keep themselves safe. For example, before each outing, children listen to how to stay safe and tell staff they must hold hands and wear high-visibility jackets.

Outcomes for children are outstanding

Children achieve a tremendous foundation for their future learning, including when they move to school. Children recognise numbers, as they count the conkers in the container, then count them backwards. Children who receive early years pupil premium benefit through expertise knowledge from the key person, to ensure all children's needs are precisely met.

Setting details

Unique reference number	EY536890
Local authority	Leeds
Inspection number	10076678
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	25
Number of children on roll	35
Name of registered person	Headingley Pre-School Committee
Registered person unique reference number	RP518952
Date of previous inspection	Not applicable
Telephone number	0113 2304035

Headingley Preschool (St Agnes Site) Burton Crescent registered in 2016. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am until 9am and 9am until 3pm. The after-school club operates from 3pm until 4pm on Monday and from 3pm until 5pm on Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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