

Leahurst Road Pre-School

St Lukes Church Hall, Leahurst Road, West Bridgford, Nottingham, NG2 6GL

Inspection date	15/12/2014
Previous inspection date	07/05/2010

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

The quality and standards of the early years provision

This provision is good

- Practitioners use their knowledge of children's interests to provide an inviting and stimulating range of experiences to engage children. Consequently, through their exploration and the practitioner's effective teaching, children make good progress.
- Children are well safeguarded. This is because practitioners are knowledgeable about their role and responsibility to keep children safe and the premises are kept secure.
- Practitioners have effective partnerships with parents and other agencies. As a result, children receive the support they require and this makes a significant contribution to children's individual care, learning and development.
- The supervisor and the dedicated committee ensure there are effective monitoring and self-evaluation systems in place. As a result, there is continuous improvement in children's learning experiences.

It is not yet outstanding because

- Children's thinking skills are not always extended because occasionally practitioners do not give children enough time to think and respond to their questions they ask.
- Practitioners occasionally complete some tasks that children could do for themselves, which does not fully support their independence.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the practitioners, supervisor and committee members at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

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Full report**Information about the setting**

Leahurst Road Pre-School was registered in 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St Luke's Church hall in the West Bridgford area of Nottingham. The pre-school is managed by a committee. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the supervisor who also holds Early Years Professional Status. The pre-school opens Monday, Tuesday, Wednesday and Friday term time only. Sessions are from 9.30am to 12.30pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- maximise opportunities to extend children's thinking skills by giving them enough time to think and respond to the questions practitioners ask

- enhance opportunities for children to use everyday routines and tasks to build on their independence, for example, when using resources and at snack times.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Practitioners demonstrate a good knowledge and understanding of the Early Years Foundation Stage. This results in effective teaching and consequently, children are making consistently good progress in their learning and development. Practitioners plan a good range of activities for all of the children that capture their interests and meets their developmental needs. This is because practitioners know the children well and understand what they need to do next to progress with their learning. Practitioners use this knowledge to provide children with motivating experiences that encourage children to become active learners and develop their problem solving skills. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for the next stage of learning.

Since the last inspection, the supervisor and practitioners have worked hard to improve the outdoor provision. Children enjoy exploring the stimulating and thoughtfully arranged

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outdoor space and practitioners effectively support the children's learning needs. For example, when children struggle to roll small hoops down drain pipes, practitioners model and discuss possible ways to achieve this. Consequently, children are further motivated to persist with the activity and then challenge themselves further by using different sized of hoops. This promotes children's physical development and problem solving skills, because they have to balance the hoop carefully in the correct position for the hoop to stay on the pipe. Children's knowledge and understanding of the world around them is effectively supported, because practitioners encourage children to look for mini beasts under rocks. Practitioners then link this learning through the use of books, pictures boards and questions. Children also have the opportunity to care for plants that they grow in the pre-school garden and this nurtures their understanding of how to care for living things. Practitioners support children to develop their listening skills by encouraging them to listen to sounds in the environment, such as vehicles passing by. Together children and practitioners then talk about the different sounds they hear while they share a book about transport. This is also fosters an interest in books. Communication and language is generally promoted very effectively within the pre-school. Practitioners sing lots of songs with the children, comment on what children are doing and effectively model new words that promotes children understanding of new vocabulary. The use of sign language and visual aids supports all children's communication skills. The children are asked a variety of questions that encourages them to respond. However, occasionally practitioners do not give children enough time to think and respond to these questions. Consequently, children are not always given the opportunity to extend their and deepen their thinking skills. Children with English as an additional language have confidence to learn English, because they have their home languages valued in the pre-school. For example, parents are invited into pre-school to introduce their home language to the children and practitioners. Parents also translate some nursery rhymes into their home language and children enjoy singing these together at pre-school.

Practitioners complete detailed and well-organised learning journey records for each child. These contain information on entry from parents, observations, next steps for learning and photographs as evidence of learning. Parents have access to this information which keeps them informed of their child's progress, and they are actively encouraged to share information about their child's learning at home. For example, parents record 'Wow' moments about achievements their children have enjoyed at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. Daily communication between practitioners and parents ensures parents are informed about what their children have been learning about at pre-school. These strategies help parents to continue their children's learning and development at home. Procedures for monitoring children's development are effective in tracking the progress they make over time. Children with special educational needs and/or disabilities are well supported, as practitioners work closely with parents and outside agencies to identify and meet their needs.

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

Children develop strong bonds with their key persons and each other. Flexible settling-in procedures ensure that children gradually become familiar with key persons, routines and

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their new environment. This supports them well in the move from home to the pre-school. Key persons gather useful information from parents on registration in order to get to know children's interests and individual care needs. The pre-school is well resourced and activities are set up to encourage children to explore and discover. Children show high levels of motivation and they are keen to access the activities available. Children benefit from the practitioners' highly positive involvement during their play, and this means that children's emotional well-being is well fostered.

Practitioners help children to develop a good understanding of the importance of a healthy lifestyle. For example, they follow good hygiene practices and are provided with healthy snacks. Children have daily opportunities to play outdoors and enjoy the fresh air and exercise. This contributes to their health and well-being. All children participate in regular fire drills, as they learn to follow instruction and keep calm, which supports their growing awareness of how to keep themselves safe.

Children's personal, social and emotional development is generally promoted well. Practitioners offer children lots of precise praise and encouragement for their achievements and efforts. Children enjoy celebrating each others achievements because practitioners model this well. For example, when children score a basket in a ball game, children and practitioners clap at this achievement. This supports children's self esteem. Children play and behave well because practitioners use a consistent approach and gentle reminders of the expectations for behaviour as required. Children are learning to form relationships with each other, because they are encouraged to be kind and helpful to one another. All these skills support children to be emotionally ready for the move onto the next setting and school. Children are given a number of opportunities to develop their self-help skills, older children access the bathroom by themselves and resources are organised to promote children's independence. However, on occasions snack time and some adult-led activities do not consistently promote this independence. This is because children do not consistently serve themselves, help with the preparation of snack or select their own resources during craft activities. Sometimes, practitioners complete these tasks for the children.

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

The supervisor and the committee have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They ensure that appropriate safeguarding policies and procedures are in place which also covers the use of mobile phones in the pre-school. They review procedures and policies to improve practice and safety for the children. All practitioners understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. They are vigilant about the security of the premises and check all visitors' identity before allowing entry. The leadership and management team has appropriate systems in place to ensure those working with children are suitable to do so. For example, written references are sought and Disclosure and Barring Service checks are completed on all practitioners. Practitioners hold current paediatric first-aid certificates to ensure children's well-being and safety are promoted. Relevant records are

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kept and well maintained, such as accident forms. There are clear procedures in place for the recording of these and the sharing of this information with parents.

The supervisor is well qualified and uses her knowledge and understanding to model good practice to other practitioners. She works alongside her team and through appraisals; she identifies appropriate targets to support practitioners' professional development. This helps improve their teaching and the learning for the children. A member of the team has received training to be the pre-school's lead practitioner for language. This supports the team to improve language teaching strategies consistently, which in turn, supports children's communication skills. The supervisor uses regular team meetings and discussions to share any ideas and practice issues to further promote effective outcomes for children. The leaders monitor children's progress effectively, and as a result, individual children are identified and given targeted support as required.

Self-evaluation is good and the manager, committee and practitioners have a consistent approach to identify and prioritise strengths and weakness in the setting to drive continuous improvement. The pre-school works closely with the local authority to evaluate and improve practice. They also incorporate the views of parents and children to strengthen the self-evaluation process. Effective partnerships with parents ensure children make good progress in their learning and individual needs are addressed, because there is two-way communication between home and the pre-school. To aid all children, good links have been established with outside agencies, including the children's centre and speech and language therapists. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	253406
Local authority	Nottinghamshire
Inspection number	866731
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	35
Name of provider	Leahurst Road Pre-School Committee
Date of previous inspection	07/05/2010
Telephone number	0115 9745025

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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