

Beechtree Headingley Kindergarten

Old Tetley Hall, Moor Road, LEEDS, LS6 4BJ



Inspection date	12 May 2016
Previous inspection date	23 May 2011

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 staff put children at the centre of everything they do. They have created a welcoming environment where everyone is respected as an individual. Children have secure attachments with staff and play imaginatively in a relaxed atmosphere.
- Staff provide a language-rich environment and model good conversation skills. They use a multitude of different languages to tell stories, sing and count. Children are strong communicators and those who speak English as an additional language are supported particularly well.
- Children are motivated and eager to learn. They are provided with excellent opportunities to acquire self-care skills and they eagerly help with routine tasks.
- Children receive sensitive guidance from staff to help them develop thinking skills, overcome challenges and solve problems independently.
- The setting is led by a management team that is committed to continually evolving its practice. Self-evaluation processes consider the views of everyone involved in the setting. This ensures that planned developments are targeted towards improving outcomes for children.

It is not yet outstanding because:

- Information obtained from parents about children's ongoing learning at home is not detailed enough to plan precisely for children's future learning.
- Staff are not provided with the best possible opportunities to develop their teaching skills to the highest level.

What the setting needs to do to improve further

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

- obtain more detailed information from parents about children's learning at home and use this to plan precisely for children's future learning
- provide more opportunities for staff to engage in professional development activities and develop their teaching skills further.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children and took account of their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The setting is staffed by a dedicated and enthusiastic team which is committed to working collaboratively. Staff are well qualified and have experience and training in both the Steiner and early years foundation stage guidance. They have a clear understanding of how children learn and they translate their knowledge into practice well. The arrangements for safeguarding are effective. Recruitment procedures are robust and ensure that staff are suitably checked and vetted. Staff have a secure knowledge of child protection issues. They know the procedures to follow if they have concerns about children's welfare. Parents are actively involved in the running of the setting and have strong relationships with staff. They volunteer to help with practical tasks and the parents' groups are very well attended. Staff have established strong links with other early years providers, schools and other professionals. They exchange information to support smooth transitions between settings and promote continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff know children very well and gather detailed information from parents on entry to guide their teaching. They use ongoing observation and assessment successfully to plan for children's future learning. Staff are highly responsive to children's needs and skilfully interact to help them gain new skills and knowledge. Children are inquisitive and become engrossed in activities. They are highly imaginative and use an array of natural resources to express themselves creatively. For example, children pretend that they are firemen. They manoeuvre planks of wood to act as ladders and use lengths of plaited wool to represent hosepipes. Children play outdoors in all weathers. They plant and care for vegetable gardens and make dens in the wooded areas. Staff engage children in group time, where they sing, follow actions and listen to stories.

Personal development, behaviour and welfare are good

The setting is very friendly and welcoming. Staff show a genuine interest in what children say and bend down to their level to engage them in meaningful conversations. Staff are consistent in their approach to behaviour management and help children to resolve minor disputes amicably. Children are very helpful and behave well. They are provided with healthy meals and have extensive opportunities to exercise outdoors, helping to promote healthy lifestyles. Children are becoming increasingly aware of how to manage their own safety through gentle guidance from staff.

Outcomes for children are good

Children are strong communicators who talk confidently about their ideas and intentions. They play cooperatively with others and are developing good social skills. Children are extremely self-assured and independent. They enthusiastically help with practical tasks. For example, children wash and carefully chop potatoes in preparation for lunch. Children make good progress in their learning and are developing the skills and attitudes necessary for school.

Setting details

Unique reference number	EY414402
Local authority	Leeds
Inspection number	1042317
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 6
Total number of places	20
Number of children on roll	45
Name of provider	Beechtree Steiner Initiative Limited
Date of previous inspection	23 May 2011
Telephone number	01132753555

Beechtree Headingley Kindergarten was registered in 2010. The setting follows the Steiner Waldorf approach to education and has some exemptions and modifications to elements of the early years foundation stage. There are seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above, including two with qualified teacher status. The setting is open during term time each Monday to Thursday from 8.45am to 5pm, and from 8.45am until 1.30pm on Fridays. The setting provides funded early education for three- and four-year-old children and supports children who speak English as an additional language.

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