

Best Family Childcare at Highfield

Inspection report for early years provision

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Inspector	Elisia Lee
Setting address	Highfield Primary School, Sandringham Green, LEEDS, LS17 8DJ
Telephone number	07782476533
Email	peter@thebests.co.uk
Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Best Family Childcare at Highfield is a privately owned provision. It was registered in 2007 and operates from a self-contained building in the grounds of Highfield Primary School in the Moortown area of Leeds. A maximum of 60 children aged from three years to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. The club operates Monday to Friday from 7.30am to 9am and 3.30pm to 6pm during school term time. During school holidays the club operates from 8am to 6pm. Children from the local and surrounding area attend.

There are currently 290 children on roll, of these 154 are under eight years and of these 18 are in the early years age group. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager who work directly with the children. Of these four hold a qualification at level 3 in early years, one holds a Masters Degree in early years and one holds a Bachelor of Arts Degree in play work. The club is a member of the Leeds Play Network and receives telephone support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted with some outstanding aspects. Children make good progress in their learning and development and enjoy a wide range of highly enjoyable activities and resources. Systems for observing children are developing. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children's progress is effectively shared through good partnerships with parents and carers and exemplary partnerships with other professionals. Overall, the setting uses self-evaluation and review procedures well to ensure their service is continually improving.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systems for consistently matching observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Arrangements for safeguarding children are good and understood by all staff. Effective recruitment, employment and induction procedures are in place to protect children. Policies and procedures are reviewed on a regular basis to ensure they continue to meet requirements. The organisation and management of the setting is good with the focus always being on improving outcomes for children. For example, staff ensure that the environment is always safe through daily risk assessments and safety checks. Staff organise the space and resources within the indoor and outdoor areas with skill offering a choice of experiences.

The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards. This is demonstrated by staff undertaking further qualifications to support their existing expertise. Regular meetings and good self-evaluation systems are in place. The two recommendations raised at the previous inspection have been positively addressed, which has a positive impact on keeping children safe.

Staff have created a warm and welcoming environment. The available resources are used well and support children's learning and development. An equality and diversity policy outlines a commitment to promoting inclusive practice. Staff have a good knowledge and understanding of individual children and as a result their needs are well met. Children with special educational needs and/or disabilities are well supported through staffs' outstanding liaison with other professionals. Excellent systems are in place to work alongside other schools, settings and carers to ensure progression, continuity of learning and smooth transition of all children. Partnership with parents and carers is given a high priority. They share accurate information through daily discussions, newsletters and the sharing of children's development files. Parents and carers comment on how they appreciate the caring and dedicated staff.

The quality and standards of the early years provision and outcomes for children

Children enjoy a wide range of play experiences and make good progress in their learning and development. Staff know the children well and plan activities taking into account their interests and capabilities. Observations are undertaken regularly, but staff do not consistently match them to the expectations of the early learning goals. Children's interests are developing well and they are quickly learning how to be positive, considerate people with a desire to participate and achieve.

Children are warmly greeted at the door and show an extremely strong sense of security. All children progress in their personal, social and emotional development as staff are effective at encouraging children to participate in routines and give consistent praise. This promotes their self-esteem and builds their confidence. Children's behaviour is exemplary and they have excellent co-operation skills. Staff

provide a wide selection of resources to enhance children's communication, language and literacy skills. Children understand that letters represent words. For example they take part in an activity that matches pictures to written words and use specific vocabulary to describe their ideas. Children demonstrate good listening skills and concentration as they make bread during a baking session and use mathematical language and concepts.

Children's creativity is supported through a wide range of role play equipment, mark making resources and a good range of media. For example children freely use crayons to independently create their own treasure maps. All children have fun and enjoy the outdoors where they can choose activities to develop their creative and physical skills. They become interested in the environment by using the apples grown on their fruit trees to make snack, using food waste to create compost and searching for bugs in the designated garden area. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity.

Children's welfare is effectively promoted. For example, children are taught how to be safe through ongoing discussions and taking part in evacuations of the building. The setting embraces and welcomes everyone into a wholly inclusive environment. The provision of healthy snacks is superb and the children show an excellent understanding of healthy eating and exercising as part of a healthy lifestyle. Children have good opportunities to use programmable toys and equipment, such as computers, laminators, torches and cameras. Consequently, they effectively develop their skills for the future

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met