

South Leeds Family Childcare

Inspection report for early years provision

Unique reference number EY103125
Inspection date 07/03/2012
Inspector Tara Street

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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

South Leeds Family Childcare is a limited company run by a committee. It was registered in 2002 and operates from three rooms within the Middleton Park Complex, a Leeds City Council building. Children have access to a secure enclosed outdoor play area. A maximum of 52 children aged from three months to under eight years may attend the setting at any one time, and of these, not more than 12 may be under two years of age. The setting also offers care to children aged eight years to 12 years. This includes full day care, before and after school care and holiday play schemes. The setting is open Monday to Friday from 8am to 6pm all year round with the exception of one week at Christmas. The setting serves the local and surrounding areas and children attend for a variety of sessions. The out of school club serves two schools in the local community, St Philip's and St Mary's primary schools.

There are currently 94 children on roll. Of these 82 are under eight years and of these 64 are within the early years age range. Of these, 19 are in receipt of funding for early education. The setting supports disabled children and those with special educational needs and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 17 members of staff, including the manager, who work directly with the children. Of these, 14 hold a qualification at Level 3 and three hold a qualification at Level 2, all in early years. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well and receive a good level of care because the qualified staff work closely with individual children and their families. All children make good progress in their learning and development and overall they enjoy a good range of planned play opportunities which cover most aspects of learning well. Outcomes for children are good and overall children's safety and well-being effectively promoted. Partnerships with parents and carers, other early years professionals are good and information is shared effectively. All members of staff are enthusiastic in their roles and work successfully together to secure continuous improvement as they reflect upon their practice and identify aspects for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written permission is gained from parents for each and every medicine before it is given. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- extend further the use of assessment in the cycle of planning and review to ensure clear identification of how activities will promote individual children's progress towards the early learning goals
- enhance children's experience further by planning an outdoor environment that is rich in signs, symbols, notices, numbers and words that take into account their differing interests.

The effectiveness of leadership and management of the early years provision

Managers and staff are knowledgeable and well qualified in the safeguarding of children. Training is updated regularly so that they are able to recognise signs and symptoms of abuse if it occurs. Safeguarding policies and procedures clearly illustrate the process for staff to follow if they have concerns about children's safety. Robust recruitment procedures are in place and staff are vetted for their suitability, protecting children's welfare. Detailed risk assessments are undertaken to ensure that the premises are safe and free of hazards. There are robust procedures in place for verifying the identity of visitors and for ensuring the outdoor area is secure. However, whilst staff maintain records of medication administered to children and discuss these in detail with parents they do not consistently gain written permission for each and every medicine before it is given, which is a breach in requirement.

The manager and staff make every effort to ensure that children are provided with high quality care and education. Advice and suggestions for continuous developments within the setting are always well received and taken seriously. The recommendations from the previous inspection have been thoroughly addressed, which have enhanced the quality of the provision. The self-evaluation process is well-established and all parties with an interest are included in the process, for example, staff, parents and carers. Resources, toys and equipment are well-organised and are of good quality.

Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a sound knowledge of each child's background and needs. For example, parents and carers are actively encouraged to note their children's interests and achievements in the 'Well done' box, which are then shared during group time. In addition, informative notice boards and regular newsletters keep them informed of planned activities and events. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice. The setting has good links with other early years agencies and providers as they recognise the importance of this in helping children with transition to

school. Staff demonstrate a good awareness of how to support disabled children, those with special educational needs and those who speak English as an additional language, and have robust systems in place to fully support individual children.

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

The setting is very colourful, bright and inviting because children's individual creative artwork is displayed for everyone to enjoy. Adults support learning well, enhancing children's ability skillfully. There is planned, purposeful play and exploration, in and out of doors. The key persons have good knowledge of the early learning goals and the children receive an enjoyable experience across all areas of learning. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. However, the use of these assessments in the cycle of planning and review do not always ensure clear identification of how activities will promote individual children's progress towards the early learning goals.

Children develop their mark-making skills by using a range of different items, both inside and outside, such as chinks, paints, water and sand. They thoroughly enjoy a wide range of books that are available in reading corners where they can snuggle up to listen to stories being read to them by the staff. Story sacks and a 'Weekend Bear' are also readily available for children to take home to enjoy with their families. Children are constantly encouraged to develop their language skills and learn new words by communicating with staff and their peers. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. They improve their problem solving skills as they build large structures using wooden blocks or when experimenting with objects that float and sink in the water tray. However, the range of signs, symbols, notices, numbers and words in the outdoor environment that take into account children's differing interests are less well developed. Children's creativity is developed as they undertake many craft activities, such as cutting and sticking and helping staff to make dough. They eagerly pretend to be builders, putting on hard hats and tool belts whilst others enjoy making and cooking cakes in the play microwave. Children enjoy exploring objects, such as, pinecones, feathers and leaves and confidently describe the different textures. Babies and younger children enjoy discovering different sensations when they play with a variety of textured fabrics and materials. Such skills ensure they are well prepared for their future success. A good range of resources provides positive images of themselves and of the diversity within society.

All children have good opportunities to adopt healthy lifestyles. They confidently talk about the reasons why they have to wash their hands before meals and after messy activities. Babies and younger children are effectively supported to follow their own routines for sleeping. Outside, children enjoy the challenge of the climbing and balancing equipment, and the choice of wheeled toys and pipes which they roll cars down. They happily help care for the vegetable plot where they have planted lettuce, beetroot, potatoes, cauliflower and carrots. Freshly

prepared snacks and meals provide children with a good variety of healthy foods that include lots of fresh fruits and vegetables. All children, including babies, feel safe and happy as they enjoy close relationships with the staff. They show a good understanding of what standards of behaviour are expected. For example, they learn about road safety and the importance of responsible behaviour when on outings to the local library and shops.

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

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|--|---|
| 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

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|--|---|
| 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 | 2 |
| 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

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| 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 | 2 |
| The extent to which children make a positive contribution | 2 |
| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 07/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Records to be kept) 07/03/2012