

Amazing Grace Early Years Childcare

Living Hope Church, Saxton Lane, Leeds, LS9 8HE

Inspection date	07/02/2013
Previous inspection date	10/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are provided with a variety of interesting and enjoyable resources, activities and learning opportunities. Staff are positive in their interactions and play with the children who enjoy their company. Keyworkers know children's interests and use their knowledge of children to promote their development.
- Parents are happy with their children's progress and are appreciative of the care and education their children receive.
- Children's communication and language skills are supported, they participate in songs and rhymes and conversations. Children enjoying looking at books and listening to stories and staff ensure children who speak English as an additional language have appropriate play experiences to help them understand and learn to speak English.
- Staff have a sound understanding of child protection and safeguarding procedures and they know they are responsible to take the necessary action to protect children from risks if they have concerns,

It is not yet good because

- Designated key workers know and plan for children appropriately. Staff who work alongside key workers frequently change and do not have sufficient knowledge of children to provide continuity and prepare for the next stage in their learning. And

younger children do not always form strong bonds and emotional attachments with practitioners and seek out adults visiting the setting for reassurance.

- Children do not have daily opportunities for outdoor and vigorous physical play activities and therefore they are not learning about the importance and benefits of physical activity. They do not get sufficient fresh air and exercise and there is insufficient emphasis on the development of their physical skills.
- Children are not consistently being supported to take the next steps in their learning by all staff. The use of observations and assessment by key workers is at a formative stage. Staff who work alongside keyworkers who know children less well need clear assessments and plans to guide them in teaching to ensure all children are making the best progress.

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 spent eight hours at the setting on the day of inspection.
- The inspector spent time observing practice in the nursery rooms.
- The inspector spent time talking with the staff, children and with four parents.
- The inspector examined samples of the children's learning journeys, assessment and planning documentation.
- The inspector carried out a joint observation of practice with the registered person and discussed emerging issues and strengths throughout the inspection with the

registered person and the manager.

Inspector

Zoe Smith

Full Report

Information about the setting

Amazing Grace Early Years Childcare is a privately owned nursery that registered in 2010 and operates from a converted office building. Children do not have access to an outdoor play area. The nursery is situated in the Cross Green area of Leeds, close to shops and local transport links. It is open each weekday from Monday to Friday between the hours of 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children may attend the nursery at any one time. There are currently 28 children aged from six months to under eight years on roll, some in part-time places.

The nursery also runs an after school club and collects children from the local and surrounding schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan and provide daily opportunities for all children to have active, physical play in the fresh air
- improve the educational programme for physical development by providing opportunities for children to move in different ways and at different speeds, including climbing, balancing and rolling

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

- ensure planning and assessment documents are used effectively to provide all staff with sufficient knowledge about the individual needs, interests, and stage of development of each child in their care and use them to effectively support children and prepare them for the next stage in their learning to make sure every child makes the best progress in their learning and development
- develop the organisation of staffing to ensure staffing arrangements provide consistency and continuity of care and learning for children to make sure all staff have sufficient knowledge of the children in their care and take steps to minimise the number of changes to staff caring for the children to help children form strong bonds and emotional attachments with their carers

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

Children are provided with a wide variety of interesting, resources, activities and toys that are designed to promote their learning and development. Observations, discussions and documents indicate children are mostly being helped to make steady progress over most of the seven areas of learning. However, their physical development is not sufficiently well promoted. Children have limited opportunities for energetic physical play activities and seldom play outside. They do go on occasional outings to promote their understanding of the world, such as going to the market to buy fruit and vegetables. Children's opportunities for fresh air and exercise are insufficient, and as a result, they do not develop their physical skills. They are not finding out through first-hand experience the benefits and importance of exercise and the effects it has on their bodies.

Staff interact positively with the children in their care and children respond to the positive interaction and behave well. Babies enjoy manipulating the dough and squeezing and squashing it through their fingers, which improves their dexterity. They enjoy exploring the treasure basket and feeling the different textures of the shells and playing

imaginatively with the large spoons and dishes. The pre-school children thoroughly enjoy playing together in adult-led and child-led activities. They negotiate and work together to complete a large alphabet jigsaw whilst a child sings the ABC song to the other children. There are lots of displays and labels throughout the premises, and staff help children label pictures. As a result, children are learning that print carries meaning; they are starting to make marks and older more able children are forming recognisable letters.

Staff provide opportunities for children to express themselves creatively. Children participate in a variety of imaginative and creative activities. They enjoy carefully cutting out and making pictures. Babies eagerly play musical instruments and listen to the sounds and music they are making. Children learn about their own and others' festivals and beliefs. They enjoy trips to the market to buy fruit and vegetables. Pre-school children competently use the nursery laptop and manoeuvre the mouse to draw pictures.

Children's communication and language is consistently promoted at the setting. Children love to listen to stories and sing songs and rhymes. In the baby room, staff use lots of opportunities to talk and listen to children. During nappy-changing they maximise the benefit of the one-to-one time with a child by talking, listening and singing with children. The setting has a number of children in attendance who speak English as an additional language. Staff have worked closely with parents to find out key words that they can use to help support children. Staff organise activities that are designed to help children understand and learn to speak English. For example, in the pre-school room they have sourced some simple picture books to read with children to help them start to recognise and learn the English names for familiar everyday objects.

Staff have had some EYFS training and key workers are starting to introduce a new system to assess children's development using observations of the seven areas of learning to plan for the next steps in their learning. Key workers do know their children well and are able to describe children's abilities, interests and what they plan to do to help children's development. However, not all staff have sufficient knowledge and understanding of the purpose behind activities planned by children's keyworkers. Therefore, in the absence of the keyworker staff do not have detailed informative planning to guide them and children are not always supported to make the best progress in their learning.

Staff do work with other agencies to support children with additional needs. They liaise closely with parents when they have causes for concern about a child to look at ways to support children. They appropriately monitor children whose development they are concerned about to see if a child may need specialist intervention. Staff discuss and share any concerns they may have with parents. They provide assistance when they feel appropriate to help parents obtain intervention from specialist agencies.

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

Key workers have a sound understanding of the children in their care and provide a variety of interesting and enjoyable learning activities to help children make steady progress in their learning and development. Children's learning is enhanced and well

supported by their key worker. However, staff who work alongside and in the absence of the key worker change frequently. They do not know individual children sufficiently well and do not always understand the planning and the steps they need to take to meet the individual needs of the children. This results in children not always making the best progress they can in their learning and younger children are not consistently forming strong bonds and attachments with the adults who care for them. For example, sometimes younger children will seek out visitors to the setting who they do not know for comfort and reassurance and not the staff who are caring for them.

Staff have a sound understanding of safeguarding policies and procedures. They know they must take responsibility and immediate action if they are concerned about a child's safety and protection. Daily checks, risk assessments and the monitoring of visitors to the setting helps to ensure that risks to children are appropriately minimised. Children learn about the importance of healthy diets through the provision of healthy snacks and fresh drinking water. Pre-school children develop self-help skills as they eagerly help themselves to bean casserole at lunchtime. Babies also develop self-care skills as they learn to feed themselves at meal times, and staff encourage children to become independent and manage their own personal needs relative to their ages.

The indoor environment is well-resourced and provides a welcoming environment for children, to support their all-round development in most of the seven areas of learning. Children are learning about being safe through routines and practice. Regular fire drills are conducted and children are escorted by staff to the bathroom and other rooms at the setting. The setting has three staff members who have a current first aid certificate and intend to ensure more staff attend training. The manager regularly monitors accident records to check if there is anything that can be done to minimise accidents. The registered person is proactive in keeping up to date with changes to requirements and legislation, and takes steps to make sure new guidance is implemented if necessary. The premises are maintained appropriately and are clean.

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

Children are safeguarded because staff have attended relevant training and know the safeguarding procedures and their responsibility to implement them. Appropriate recruitment and vetting procedures ensure the suitability of adults employed at the setting and of students and volunteers. The setting has been through a period of change and has a new manager in post. The manager is beginning to develop systems to support staff and help them improve their professional development. The setting has sought and is receiving support from the local authority to help them continue to develop and improve practice. Training is accessed for the staff team to help them develop new skills and knowledge; most recently, they have undertaken training on the Early Years Foundation Stage learning.

Self-evaluation is at a formative stage; however, the manager and registered person have identified three key areas to assist them to continually improve the service provided and the standards of care and learning children receive. These are the development of systems

for planning and assessment; building staff morale and developing the learning environment for the pre-school room. The manager works closely with staff members to monitor practice, to provide support and to act as a role model.

The setting fosters positive relationships with parents and uses the information gathered to ensure children's individual needs are met, such as special dietary requirements. Parents speak positively about the setting, how staff found out about their children before they started, and how they are kept informed about their child's progress. Daily diaries are used in the baby room to ensure parents have a written record of their child's day. Parents know how they can complain if they do have a concern. In the morning, several of the babies and children are taken from their parents at the door by the person monitoring the door and taken to their keyworker. This reduces opportunities for parents and keyworkers to exchange information, and for the younger children it involves another person in their care. This makes it more difficult for babies to form strong bonds and attachments with the people who care for them than if they were welcomed by their key person.

The inspection took place after concerns had been raised regarding staffing ratios and qualifications, the temperature of food served to children, resources available for children, arrangements to cover in the absence of the manager and staff having difficulties managing children's behaviour. The inspection found children were settled and content and had access to a variety of age-appropriate activities, toys and resources. Staff-to-child ratios and qualification requirements are met. Staff who prepare food have up-to-date food hygiene training. Staff work closely with parents, the local authority and the schools children attend, and use positive methods to manage challenging behaviour and to meet children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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	EY412821
Local authority	Leeds
Inspection number	886721
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	0
Number of children on roll	28
Name of provider	Omotoyosi Abake Ilori
Date of previous inspection	10/05/2011
Telephone number	0113 234 5155

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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

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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