

# Children's Corner (Farsley)

On site of Springbank Junior School, Wesley Street, Farsley, Pudsey, West Yorkshire, LS28 5LE

<b>Inspection date</b>	20/05/2013
Previous inspection date	04/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The management monitor how the staff implement children's individual learning across the provision. This results in children receiving good support to help them progress towards the early learning goals.
- Children develop positive relationships and attachments with the staff. This is because they spend time supporting them in their activities, talking to them consistently, and they praise them frequently during the day.
- The staff support the children's mathematical skills effectively through daily activities and routines, indoors and outdoors.

### It is not yet outstanding because

- There are other ways to assist children in recognising words in English and in other home languages to further extend their early literacy skills.
- The opportunities for children to learn about the local community are not developed to the optimum, to further develop their knowledge about the outside world and communities.

## 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 activities in the play areas inside and outside, and spoke to the children present.
- The inspector spoke to the staff about the learning intentions of several activities observed at the inspection.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.

## Inspector

Melissa Patel

## Full Report

### Information about the setting

The Children's Corner (Farsley) is a privately run nursery, which also includes holiday and out of school provision. The nursery was registered in 2005, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the site of Springbank Junior School in Pudsey, West Yorkshire. The nursery serves the wider community and local schools. It operates from four playrooms, and there are two enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, six hold a level 3 qualification and three hold a level 2. One staff member holds Early Years Professional Status, and one staff member has a level 6 qualification.

The nursery opens Monday to Friday all year round for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 119 children attending, of whom 96 are in the early years age range. The nursery 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. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- extend the opportunities for children to recognise words, by adding more low-level print throughout the environment so it can be easily referred to, including English and other script to reflect diverse home languages
- extend the opportunities for children to learn about different communities. For example, by visiting further places of interest, such as a church or a temple.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The staff understand the children's individual learning needs effectively. This ensures all ability groups receive effective support to help them progress towards the early learning goals. Children are making good progress overall, according to their starting points and time spent at the nursery. The staff plan interesting experiences for the children often

based on their interests. For example, babies that enjoy exploring creative materials are presented with challenges as staff introduce glue and different types of paper to explore. Staff extend the children's creativity and understanding about the world effectively for all age groups. For example, by bringing in natural materials, such as leaves, grass and feathers for them to investigate and use in their play. In addition, the children are learning about different communities. For example, they discuss different cultural objects brought in from home and what they are used for. However, there is scope to further assist their learning about the world and how people live.

The staff help the children develop good mathematical skills overall. This is demonstrated effectively during routines as well as planned activities for all groups of children. For example, children independently select how many potatoes they want at lunch time. Staff help the children count them, and they introduce mathematical language to support children in understanding simple calculation, such as 'more' or 'less'. The observations of children are used effectively overall, to plan children's next steps in learning across the seven areas. The staff build on what children already know to ensure children move on to the next stage. Staff can clearly state where the children are at with their learning. All of this supports the children's readiness for school effectively.

Staff support the children's early literacy skills effectively overall. For example, younger children enjoy listening to a story. The staff give good support to the activity by asking questions and listening to what the children have to say. They encourage them to join in and help the children point to the pictures and words. Staff regularly introduce mark-making activities. For example, the babies have fun using glue and glue spreaders to make their marks, and they enjoy making handprints with brightly coloured paints supported well by the staff. Older and more able children use foam on a large board outside. The staff effectively support this activity by encouraging the children to describe their marks and some children make good attempts at writing their name. This means there are good opportunities for children to be creative while enjoying themselves. Children who speak English as an additional language are supported well in making progress in their English skills. For example, through small group activities staff focus on supporting their individual communication needs. Key staff use some words in children's home languages where the language is different to English to support them. However, there is scope to further assist children in recognising differences in written language in order to help them to make further progress in their literacy skills.

Parents are included very well in their children's learning through discussion and the sharing of the children's records of learning. This also includes the introduction of the progress check at age two. Parents contribute to summaries of their child's progress and staff give ideas to parents about how to support their child's learning at home. In addition, parents' evenings provide time to discuss their child's learning and development. This means that staff and parents work together effectively to help children make good progress.

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

Each child has a staff member allocated to them as their key person. This is to ensure that the staff can support the varying individual needs of the children and work alongside the parents to support them. Children in all age groups develop positive relationships and strong attachments with the staff. This is because staff talk to them consistently and plan effective activities for them based on their interests. Staff frequently praise children for achieving tasks. For example, as babies make good attempts at standing up or when children independently collect their meal at lunch time. This helps them feel secure and confident in the environment, and they respond by behaving positively and happily carry on with what they are doing. As a result, children's behaviour is good.

Children and babies demonstrate an interest in the environment indoors and outdoors, and they are motivated to learn. Staff have fun with the children while helping them explore. For example, they join in and they ensure that the children have times when they can freely explore. This supports their independence effectively. Children are developing a good understanding of the importance of living a healthy lifestyle. This is because the staff ensure that they can frequently enjoy a range of activities outdoors. For example, children climb, balance and learn to control sit and ride-on toys. Staff support children effectively by introducing different resources, such as play tents. This helps children exercise while developing their imagination and physical skills effectively.

Care routines are carried out well. For example, the staff follow effective nappy changing routines and they help children learn good self-care skills, such as cleaning their teeth after meals. The environment is clean and well maintained, and the provision inside and outdoors is effectively risk assessed. This ensures that the children can explore the environment safely. The staff talk to the children about safety, for example, they discuss why it is important not to run in a smaller space indoors. This helps the children understand how to keep themselves safe, and to consider other people's safety.

Transitions are managed effectively in the nursery. For example, staff prepare the children well in a variety of ways. They work with parents to help the children settle when they first attend. Staff organise visits to other rooms and they share books about nursery and school and they talk to them about the changes. They enable teachers from neighbouring schools to visit the provision to talk to children before they move. Staff ensure parents are aware of the process through discussion and the transitions policy. This enables all parties to support the children effectively at this time.

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

The provider and manager, take appropriate steps to maintain children's safety and well-being. For example, they review safety within the provision with their staff. Risk assessments are in place and any equipment that poses a risk or hazard is appropriately dealt with by, for example, removing the item. Staff carry out ongoing checks to ensure that the provision and resources are suitable and that small and large equipment used by children are in good condition and are age-appropriate; children are well-supervised when using equipment both indoors and outside.

Staff demonstrate a good knowledge with regard to their role within the provision. For example, they know what to do if there are any concerns about a child, and they are deployed effectively across the provision to keep children safe and to support their learning. The safeguarding policy is clear in keeping staff and parents informed of the importance of keeping children safe, and what to do if there are concerns. Employment procedures are robustly implemented to ensure staff are suitable to work with children. Effective induction and regular staff appraisals provide staff with ongoing support to work effectively with children. Staff keep up-to-date with training, such as changes to the learning and development requirements and first aid.

The management and staff make sure that the learning and development requirements are promoted effectively for children overall. For example, they monitor how the staff support the children's learning and development. This includes reviewing how different groups of children progress, and planning to ensure any gaps in their learning are filled to support children's progress.

Evaluation is good because the staff and management have regular meetings to voice their views on how to improve the provision. They implement their plans to improve and effectively support children. For example, by focussing on improving children's mathematical and literacy skills.

The staff and management team develop very good relationships with the parents, keeping them informed of daily happenings, and working alongside them to support the children's ongoing development effectively. They share the policies and procedures with them, to ensure that they understand how the provision operates, to support children. Parents views are voiced through many avenues. For example, through parent forums and through the use of questionnaires. The results of these questionnaires sampled demonstrate that the staff form very good relationships with the parents, working consistently with them to support the children's care needs and learning effectively. Parents spoken to at the inspection speak positively regarding how the provision helps their children progress and how their care is supported within the provision. Children also have a voice. For example, by making decisions about what they wish to do, and they are effectively supported in carrying out the tasks chosen.

The staff form effective relationships with other provisions where children also attend, such as the local schools. For example, they share appropriate information to support children's care and learning effectively. The staff continue to work closely with other professionals, such as the local authority, and other agencies, through sharing appropriate information when necessary. This ensures that children receive good support to their all-round development.

### **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**

## 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

<b>Unique reference number</b>	EY313806
<b>Local authority</b>	Leeds
<b>Inspection number</b>	912982
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	119
<b>Name of provider</b>	Children's Corner (Farsley) Ltd
<b>Date of previous inspection</b>	04/05/2010
<b>Telephone number</b>	0113 257 7868

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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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