

# Candystripe Inc @ Harrogate Road

201 Harrogate Road, LEEDS, West Yorkshire, LS7 3PT

<b>Inspection date</b>	25/07/2013
Previous inspection date	12/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 programme of activities meets the needs of all children attending, and takes account of their individual needs and interests. As a result, children enjoy their learning and make good progress given their starting points.
- Policies and procedures are well-written and consistently implemented. They are reviewed annually to take account of any revised guidance or changes to the provision to ensure the safety and welfare of children.
- Regularly reviewed risk assessments and daily safety checks ensure children have safe, secure premises and good supervision when out of the building.
- Children are happy, settled and motivated in their play. Consequently, they show good levels of engagement, independence and curiosity.

### It is not yet outstanding because

- There is some minor inconsistency in the recording of children's development across the staff group, meaning that on occasion, staff do not always have a precise overview of children's achievements and progress over time.
- There is scope to strengthen existing strategies to ensure all parents have every opportunity to be fully involved in their children's learning.

## 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 toured the premises and the outside areas, looking at the resources and equipment available.
- The inspector looked at policies and procedures, risk assessments and records showing the suitability checks for staff.
- The inspector discussed with the nursery manager the planning, and monitoring and assessment records for children in the early years age range.
- The inspector observed children at play and discussed their progress with staff after a joint observation.
- The inspector took account of children's and parents' views through documentation and discussion.

## Inspector

Rosemary Beyer

## **Full Report**

### **Information about the setting**

Candystripe Inc @ Harrogate Road was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in the Chapel Allerton area of Leeds. The three settings serve the local area and are accessible to all children. They operate from the whole of the building and there are two enclosed areas available for outdoor play.

The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who has Qualified Teacher Status. The nursery opens Monday to Friday, term time only from 8am until 3pm. Children attend for a variety of sessions. There are currently 18 children attending who 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 and children with special educational needs and/or disabilities.

The out of school club employs eight members of staff all of whom have appropriate childcare qualifications, including playwork. The out of school club opens Monday to Friday from 7.30am until 9am and from 3pm until 6pm, term time only. There are currently 278 children on the roll. The out of school supports children who speak English as an additional language.

The holiday club employs seven members of staff, six of whom hold appropriate early years and playwork qualifications at level 2 or above. There is also a bank of staff available to support the holiday club if numbers increase or for outings. The holiday club opens Monday to Friday from 7.30am until 6pm during school holidays, apart from a week at Christmas. The holiday club supports children who speak English as an additional language. There are currently 158 children on the roll, of whom 10 children are in the early years age range. Children attend for a variety of sessions. The holiday club supports children who speak English as an additional language.

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

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

- make even better use of the already good information gathered through assessment in a consistent manner to gain a precise overview of children's skills, abilities and progress, so that any emerging gaps in learning are identified promptly and closed without delay, so that no child gets left behind
  
- strengthen the existing ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

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

The premises used by the three groups are well planned to enable all children to play freely. They can help themselves to a wide variety of resources, which are available to meet the needs of all the children attending. Children are involved and concentrate well on their chosen activities. They use the wide range of freely accessible resources to pursue their own interests as well as the planned activities provided. Each setting has plans displayed for parents to see. The out of school club and the holiday club programmes of activities include suggestions from children for outings and visits, such as the safari park and sports coaching. Documentation shows the day nursery plans develop from children's interests and are adapted to meet their learning needs, in order to support their progress. For example, the discussion of Father Christmas flying in his sleigh near the moon, introduces the topic of the solar system and the planets. This supports the children's understanding of the world, as art and craft activities develop pictures of rockets, space ships and different worlds to promote their creativity and imagination. The learning journals include a picture of children's starting points in the nursery. Staff use information from parents and their own observations to identify children's development levels. Ongoing observations and photographs are used to illustrate children's progress and their next steps and tracking forms are used termly to monitor progress. However, some staff do not consistently use the information gathered through assessment to gain a sufficiently precise overview of children's skills, abilities and progress and some learning records are not kept up-to-date.

Nevertheless, all staff support children well. During the holiday club sessions children and staff use board games and cards to develop children's counting, matching and sorting skills. They also develop patience as they wait their turn. The children are comfortable and confident in the staff, asking them for help if they need it or to join in their play on the large climbing equipment. This is used by all the children present and supports their physical development very effectively, as well as their consideration of others, when climbing and jumping.

Children have opportunities to access a wide range of books, both for stories and information. Staff enable them to develop an awareness of other cultures and customs, and ask parents for additional information if they are unsure. They use international events, such as the Olympics, as well as cultural festivals to promote children's understanding and knowledge of other countries. Children in the day nursery have a wide range of international costumes as part of their role-play corner. For instance, Chinese New Year is celebrated with Chinese food. Children learn to use chopsticks and why Chinese children do not use knives and forks. They are curious about different cultures and ways of life. They produce imaginative artwork when creating dragons as part of their celebrations, and use a wide range of different colourful materials as part of the display.

The three settings have an inclusive ethos and all children are welcome. The staff work closely with parents, schools and outside agencies to provide additional support for children with special educational needs and/or disabilities. They attend meetings with parents and schools to identify methods they can introduce to support children with behaviour problems, and successfully manage unacceptable behaviour. Clear house rules are in place for all children, who behave well now and are making good progress.

Children who speak English as an additional language are supported well. Staff encourage them to use English but also value their home language. They work closely with parents to enable them to understand the recording used to monitor their children's development. Staff also encourage parents to become involved in children's learning at home. Staff suggest parents make observations, read books and do activities children enjoy at nursery. However, there is scope to strengthen the two-way sharing of information to enable parents to be even more involved in their child's learning.

The nursery has close relationships with the local schools, and provides a transition form to show the child's level of progress, interests and any concerns. Staff are very aware of the need to provide a secure foundation for children's future learning and the planning document shows how this is supported. Staff place particular focus on the children's physical, personal, emotional and social development and their communication and language development. They promote children's independence in their personal care, confidence in new surroundings and their ability to communicate. Children present during the inspection who attended the nursery are confident to make their views known and happily speak to visitors. Consequently, children are well-prepared for the next stage of their learning and the move to school when the time comes.

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

Children in the early years age range have key people when they start to attend, and this ensures they build close attachments and feel comfortable in their care. All the children are settled and happy. The settling-in process depends on how quickly children are ready to stay alone. Children who attend the nursery are familiar with the staff and the premises, which ensures a smooth transition when they move to the out of school club. For those starting the holiday club or the nursery, parents can stay until their children are settled. The close relationships staff have with schools and other providers ensure information is exchanged regularly in order to meet children's needs. The visits by teachers to the nursery and visits by children to school ensure they are familiar with their surroundings and the staff when they start school.

Clear house rules are in place for all children, with account taken of their understanding when they are enforced. Regular meetings are held with children attending the out of school and holiday clubs to discuss and reinforce positive behaviour. During the inspection they show a good understanding of staff expectations, as they are considerate of each other in their play and take turns on the large equipment to give other age groups an opportunity to play. The nursery staff encourage good manners and all staff provide good role models. Although very lively, children are polite with each other and show consideration for younger children. The children making batons give advice to younger ones on how to put the streamers on, while older children on the outside climbing frame give younger children time to climb and slide.

Children learn about healthy eating in the nursery through the provision of a well-balanced diet, which takes account of a variety of dietary considerations including allergies and religious restrictions. They also discuss the vegetables and fruit they grow in the garden, and are enthusiastic about trying their produce. They plant potatoes, tomatoes and peas, and enjoy looking after them. They know they need to eat a well-balanced diet including fruit and vegetables in order to stay fit and well. Children are all provided with healthy snacks, and water is readily available. Staff remind them to drink during hot weather to prevent them becoming dehydrated.

Good hygiene practice is introduced in the nursery and children know they must wash their hands before food and after personal care to prevent the spread of infection. The older children continue to implement good practice, usually without reminders.

The premises and equipment are regularly checked and cleaned. Any damaged items or repairs needed are noted in the maintenance book in order to ensure problems are remedied and children remain safe. Children access resources freely from boxes and shelves, and become independent in their choices. Activities are planned but flexible to take account of children's interests and needs. Furniture and facilities are suitable and safe to ensure they are comfortable, with large sofas and quiet areas for them to rest. Children learn to implement good road safety practice when out in the community, and those walking to and from school wear high visibility jackets to keep them safe. They also practise the emergency evacuation procedure regularly and all know where to stand to keep themselves safe.

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

The management and staff are all keen to provide high quality care. They have a good knowledge of the Early Years Foundation Stage and ensure children's welfare and learning are supported effectively. Staff undertake safeguarding training regularly to keep up to date with the latest procedures for protecting children. Parents are made aware of their responsibility to protect all the children in their care, and the steps staff will take if they have concerns.

Thorough risk assessments are in place for the premises, outside areas and outings. They are adapted to take account of the different ages of the children, who can then use equipment safely. Staff also enable them to take risks in their play, such as when the nursery children use the large inside climbing equipment.

Robust systems are in place for the employment of suitable people, and all staff are appropriately qualified or experienced. The induction procedure is effective and enables new staff to start their work with confidence, although the staff group is well established so few new staff are employed. Ongoing appraisals and supervision, with regular management meetings to monitor practice, ensure staff continue to meet the children's needs.

Parents, staff and children are all involved in self-evaluation. Regular meetings enable staff to identify areas for improvement, such as the decoration of the premises and the graffiti area. Children are able to make suggestions for the programme of activities both during term time and school holidays, and for new games and toys. Parents complete questionnaires. The responses to these confirm that parents are very happy with the care their children receive and the progress they are making. Parents say they know their children are happy and safe as the premises are secure and the staff well qualified.

Good partnerships with parents and outside agencies ensure children receive ongoing support if they have special educational needs and/or disabilities. This means they can make as much progress as possible given their starting points. The nursery ensures schools receive comprehensive information about children when they start to attend. This and the visits by teachers to the nursery ensure children are familiar with their new staff, and support the children in a smooth transition to school.

### 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
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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>	EY299540
<b>Local authority</b>	Leeds
<b>Inspection number</b>	915334
<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>	50
<b>Number of children on roll</b>	454
<b>Name of provider</b>	Candystripe Inc.
<b>Date of previous inspection</b>	12/01/2010
<b>Telephone number</b>	0791 863 2347

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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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