

# Candystripe. Inc @ Lidgett Park Church

Lidgett Park Methodist Church, North Park Avenue, Leeds, LS8 1HG

<b>Inspection date</b>	28/01/2014
Previous inspection date	05/05/2009

<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

- Children's behaviour is very good and they develop positive attitudes towards learning. Staff encourage them to reflect on their behaviour and devise and follow their own ground rules. This helps to ensure that they are very well prepared for the next stage of their learning.
- Children benefit from consistency of care as the club has formed strong working partnerships with both parents and the local schools where children attend.
- Children move confidently around the club, selecting the toys and activities of their choice.
- Children demonstrate a strong understanding of how to keep themselves safe. Staff consider children's safety as a high priority and use good strategies to ensure all children are kept safe.

### It is not yet outstanding because

- There is scope to enhance children's independence skills during daily routines.
- Occasionally some staff do not consistently extend children's language, thinking and understanding to a higher level.

## 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 all areas of the club.
- The inspector spoke with management, staff and children at appropriate times throughout the inspection.
- The inspector sampled a range of the club's paperwork, including children's personal documents, safeguarding procedures and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the club's self-evaluation and improvement plans.
- The inspector undertook a joint observation of a children's activity with a senior staff member.

## Inspector

Amanda Forrest

## Full report

### Information about the setting

Candystripe. Inc at Lidgett Park Church opened in 1995 and is on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. It is part of a group of daycare provisions which are owned privately. The club operates from two rooms within the Lidgett Park Methodist Centre in the Roundhay area of Leeds.

There are currently 26 children on roll, who attend for a variety of sessions. The club opens five days a week during term time. Sessions are from 7.30am until 8.30am and 3pm until 6pm. Five members of staff work with the children. Of these, one holds an early years qualification at level 2 and three hold level 3.

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

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

- enhance the organisation of daily routines by, for example, encouraging children to help prepare their own snack
- enrich children's communication and language skills by making good use of every opportunity to extend their thinking and understanding to a higher level.

## Inspection judgements

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

Staff demonstrate enthusiasm and provide children with an interesting environment, which enables children to have fun, develop positive relationships and make good progress. Children appear confident and secure in the club. They relate well to each other and the staff. Planned activities are based on the children's interests and staff observations of what the children enjoy doing. Children also contribute to the planning as they hold their own meetings each month to discuss ideas and suggestions of what they would like to do. For example, the children decided that they would like to have an art competition and display their artwork. All staff observe children and use developmental bands and early learning goals as a guide to benchmark children's progress. Information about children's learning is shared with both parents and the reception class teachers, which enables any gaps in learning to be identified. This collaborative approach to consolidating and extending children's learning is effective and complements the learning that takes place in school.

The environment is welcoming, enabling children to feel secure, happy and confident to express themselves. The children make their own choices as they access the activities and

resources available. They confidently chat to staff and one another about their day at school and what they are doing in their play. The majority of staff encourage children's extension of communication and language skills very well. However, occasionally some staff do not always provide enough narrative to their actions or initiate conversation with the children to extend their vocabulary and thinking skills. Staff allow children space and time to try out activities, responding well to supporting children's needs and extending their learning through play. For example, staff observe children playing a game together, before asking who is winning and interrupting the flow of the game.

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

Children move around the club confidently and are happy and settled. They show warm and friendly relationships with staff and enjoy their company. The club makes good use of the key person system to aid communication and support partnership working with families. This helps to ensure that children feel secure and form close relationships with their key person as well as other staff. Staff gather detailed information from parents initially about children's needs, interests and abilities. This helps children to form links and talk about their home lives and interests. One parent commented that her child expressed an interest in baking, so staff made sure that this is available when the child started. Staff also ensure that dietary requirements and allergies are closely monitored and that children still have access to activities.

Age-appropriate resources are accessible and children are encouraged to explore these, making choices in their play and expressing their preferences. Children are well behaved and show clear understanding of appropriate social behaviour. They have ownership of the club rules and are keen to remind one another if they break one. Staff remind children of any dangers to keep them safe, and any instances of challenging behaviour are managed appropriately. Children's self-esteem and confidence are promoted well as staff praise them for their efforts and achievements. They competently tend to their personal care needs, and hygiene activities are emphasised through consistent routines and discussion to promote children's understanding of good hygiene practice. Children are very keen to express their ideas and wishes at tea as they sit with their friends. However, there is scope to enhance the organisation of the daily routines so that children are effectively involved. For example, by encouraging them to help prepare their own snack in order to further promote their independence.

Staff keep children safe at all times through good supervision and by using risk assessments purposefully to ensure the environment and equipment are suitable for the children. Children enjoy playing football, practising their physical skills. They organise a game and agree the rules, and staff supervise to ensure that they play safely. Accident reports are monitored to record any patterns or issues that may have an impact on children's safety, and all staff hold relevant first aid qualifications. Staff enthusiastically support the younger children with their transition from school to the club. They talk constantly about what they have done at school, their teacher and what they enjoyed most at school. Staff liaise with the teachers at school to support continuity of their care and education. As a result, children are confident in the club.

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

Children's welfare is promoted because arrangements for safeguarding are practical and thorough. Staff have a good understanding of the procedure to follow should they have any concerns about a child in their care. There are effective recruitment and induction procedures in place to help ensure that all staff are suitable to work with children and hold appropriate qualifications to meet requirements. Comprehensive risk assessments and daily safety checks help to ensure that any hazards are identified and minimised. Staff ratios meet the requirements, and staff deployment and effective supervision of children ensure they are able to play safely. This contributes to children's enjoyment of their time at the club by enabling them to play in a safe and secure environment.

Monitoring of the implementation of the Early Years Foundation Stage is effective in supporting children's play and learning. Staff meet regularly as a team, to review and adapt the systems for assessment and planning. This ensures that the club can provide activities that interest the children and complement their learning in school. Consequently, children's progress towards the early learning goals is well supported. Professional development is supported well through regular appraisals and supervision meetings. The club has a good range of policies and procedures to ensure staff are aware of their responsibilities. Staff are supported in their learning and the understanding of their responsibilities through training and support, either from the management team or local authority courses. This has a positive impact on the quality of the provision and outcomes for children.

Partnerships with parents and local schools are very strong. Staff greet parents warmly, making them feel very welcome. Parents talk about how pleased they are with the provision, describing the club as 'great' and 'exciting'. Parents feel fully involved in the planning and assessment of the children's care and learning and are aware of how the club meets the Early Years Foundation Stage requirements. Policies and procedures are available to be seen at any time and parents are informed when there are updates. The club sends out regular newsletters to share information with parents. Any complaints are dealt with promptly and in line with the club's policy. The club has also completed a good self-evaluation of the provision in order to continuously improve and weaknesses raised at the previous inspection have been effectively addressed. For example, children can select from the range of resources to direct their own play. The management team are forward-thinking and proactive in building the skills and confidence of the team. They are aware of the weaknesses in practice and are actively engaged to support the team to improve. As a result, staff motivation is high. Effective partnerships with others ensure that children benefit from continuity of care between settings and, as a result, they make good progress.

### 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	512743
<b>Local authority</b>	Leeds
<b>Inspection number</b>	819441
<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>	26
<b>Name of provider</b>	Candystripe Inc.
<b>Date of previous inspection</b>	05/05/2009
<b>Telephone number</b>	07918632348

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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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