

South Leeds Family Childcare

Acre Road, Middleton, LEEDS, LS10 4DE

Inspection date	08/04/2014
Previous inspection date	07/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding of children is weak. Staff have an insufficient knowledge of the signs and symptoms of abuse and how to record and report concerns. Recent training has not been attended by any staff including the designated officer or management of the setting. As a result, staff are unable to effectively protect children from harm.
- The provider does not maintain the required information relating to the suitability checks that have been carried out on staff and safeguarding policies and procedures do not reflect the setting. Consequently, poor information is shared with staff and parents and legal requirements are not met.
- Overall, the quality of teaching is weak. Some staff do not have a good enough knowledge of the learning and development requirements to support and promote children's learning. Some assessment of children is poor and next steps do not always link to observations. As a result, children are not supported to make good progress.
- Senior management do not effectively monitor staff practice or reflect on all aspects of the setting to drive improvement. As a result, teaching and learning is variable, the grouping of children and routines of the day impacts on their enjoyment and weaknesses in staff's ability and knowledge have not been identified.

It has the following strengths

- Children are generally happy and confident in the nursery. They enjoy resources in the playrooms and the outside area which are stored to support self-selection.

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 children's playrooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager in the baby room.
- The inspector held meetings with the management team.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of staff qualifications, the available information
- regarding their suitability, the policies and procedures for the setting and discussed self-evaluation and reflection.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Lindsay Dobson

Full report

Information about the setting

South Leeds Family Childcare was opened in 2002 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee run, limited company and operates from three rooms within the Middleton Park Complex, a Leeds City Council building. Children also have access to a secure enclosed outdoor play area. The setting serves the local and surrounding areas. Childcare is provided on a full day care, before and after school and holiday play scheme basis and children attend for a variety of sessions. It opens Monday to Friday from 8am to 6pm, all year round with the exception of one week at Christmas. There are currently 96 children on roll, of which are in the 61 early years age range. There are 16 members of staff including the manager who work directly with the children. Of these, the majority of staff hold a recognised childcare qualification at level 3. The setting receives funding for the provision of free early education to children age two, three and four years. The setting supports children who speak English as an additional language. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- make sure all staff's knowledge of the safeguarding and welfare requirements is secure in order to protect children from harm, ensure the designated officer is appropriately trained in child protection in order to support staff and implement policies which reflect procedures relevant to the setting
- ensure required information is kept with regard to the suitability checks of all staff
- raise the quality of teaching across the whole nursery by improving staff's knowledge of the learning and development requirements, so that they successfully engage all children in activities to maximise their enjoyment, learning and progress
- implement an effective system to monitor staff practice, with regard to daily routines the grouping of children and to ensure children's next steps are linked to observations of learning in order to support them to make good progress
- monitor the educational programmes and the assessment of children's learning; also put in place an action plan for improvement and include the views of the children, parents and staff.

Inspection judgements

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

Children are generally happy and content in this friendly and welcoming nursery. Overall, they are keen to take part in activities, particularly those that they are able to self-select, which cover the areas of learning and provide fun opportunities for imaginative free play. However, teaching is not always matched to the needs of all children and so this limits their progress in order to be ready for school or the next stage in their learning. There are several routines each week which mean children are grouped both with their key person and then children of a similar age. At these times, there are specific activities planned for them to take part in. During the inspection these activities did not meet the differing needs of the children or excite and stimulate them to be active and motivated learners. For example, a child of two years was required to sit to a table and name shapes, this did not meet with her developmental milestones and, as a result, the child was uninterested in the activity. An older child was made to come inside leaving his chosen outdoor play to listen to a story. Staff showed no enthusiasm in reading the story and did not use any puppets or props to support children's interest and engagement, the child spent the time looking out of the window. Both children were spoken to by their key person, but this was to tell them to sit still and listen and not to recognise that they had no interest in the activity provided for them. The inconsistent quality of teaching amongst staff and a lack of understanding by some of how to fully support children's learning impacts on the progress they make.

Each child in the setting has a learning profile which staff use as a developmental record of children's time in the nursery. The key person for each child has the responsibility of observing and assessing their learning and then using what they know to plan for future development. It is clear through looking at these documents that staff do record what children are doing and observations are linked to the areas of learning. However, it not clear how appropriate identified next steps are and how effectively this information is used to move children on in their learning. This is because some staff lack the knowledge to discuss their key children's progress. The manager is not monitoring the quality of teaching or children's progress effectively enough to make sure the systems staff are using work in practice to support children to make good progress. Parents know about their child's learning profile and are aware that they can contribute to this. There is some assessment of children's learning including the two year progress check which is completed just before children move onto the next play room within the nursery. At these times, parents are more formally invited to share their comments on their child's development. Other assessments of children's development are completed after they have been attending the setting for about two weeks and then as they reach each birthday following this. However, this is not effectively managed; for example, a child attending the nursery for a couple of months has still not had any assessment completed on them. The impact of this is that their key person does not have a clear picture of their stage of development in order to challenge, extend and promote progress.

During free play children enjoy a sound range of varied activities both in the playrooms and the outdoor area. Outside children of all ages have opportunities to ride on wheeled

toys, blow and chase bubbles and climb and slide. Staff also set out resources which enable them to build, to paint and draw and use sand and water as part of their self-chosen play. Children's language is supported at these times for example, younger children begin to understand and follow simple instructions, for example, staff tell them to put their feet on the pedals to make the bikes move. More able children see a very good range of labelling, signs, posters and pictures to support their play and their communication, language and literacy. Children enjoy displaying their own art work and creative models in the outdoor area and chat to the inspector about how pretty they look. This supports their sense of belonging in the nursery and their self-esteem as they are praised for their achievements. In the baby room staff support early language skills by narrating on what children are doing and by singing songs and rhymes to them during planned activities and also self-chosen play. Activities which encourage early writing skills are provided across the nursery which also promote children's developing literacy. Babies and young children have opportunities to sit in a tray of corn meal tray and enjoy the feel and texture as it runs between their fingers. Staff make marks with their fingers and encourage the children to copy, saying, 'look a wiggly worm'. Some of the more able children demonstrate good developing writing skills, as they pretend to write invitations to a party for their friends and write their names on their pictures. Opportunities to self-register, choose their own name card and free access to a varied range of story books further supports children's communication, language and literacy.

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

Children display some positive relationships with staff and each other. They are helped to settle in as the nursery offers settling-in sessions where parents slowly build up the time they leave their children. Staff use these sessions to find out about each child's personality, likes and dislikes. Information is also collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are discussed and then taken account of. Overall, staff also ensure that the nursery reflects the backgrounds of the children who attend. For instance, there are some displays of different languages and some resources such as books support their understanding of diversity.

Some aspects of safety are promoted, for example, the main entrance door is kept secure and staff make sure they know the identity of any callers before allowing access to the nursery. Identification is checked and a visitors' book is completed, to keep a record of anyone other than staff in the nursery. However, there are some safeguarding and welfare requirements which are not met and therefore do not fully support and ensure children's well-being. Children have some opportunities to learn how to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. Children are reminded about safe play for example, running is for outside and staff chat to them about playing safely with the toys. Overall, children behave well. They know the rules of the nursery and more able children understand that these are in place for their own well-being. Posters sharing the rules are displayed in the playrooms and staff use consistent strategies to support positive behaviour in the children. For example, sticker charts and praise. Children play together harmoniously and they receive encouragement and praise from staff throughout the day which effectively builds self-

esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is generally well promoted through sensible routines and a commitment to promoting a healthy lifestyle. Active play is effectively encouraged both indoors and out, as children enjoy music and movement, such as 'wake up shake up' indoors and develop their physical skills as they ride wheeled toys, kick balls and chase bubbles in the outdoor play areas. They have daily access to the outside areas and for the majority of the day more able children participate in self-chosen activity. Outings in the local area also provide opportunities to enjoy the fresh air. Children are provided with a range of nutritious meals by the setting cook, such as chilli and rice, which are all prepared on the premises. Drinks of water are available throughout the day. Independence is supported as young children feed themselves and more able children serve out their own meals and drinks. Children are supported by staff to learn the benefits of hand washing prior to eating and posters displayed near the sinks in the bathroom offer them further reminders.

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

There are several breaches of legal requirements on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provider is not effective in ensuring that all the requirements of the Early Years Foundation Stage are met. This has a significant impact on children's learning, safety and well-being. Leadership and management of the setting overall are weak. The manager does not ensure that the designated officer for safeguarding is appropriately trained or has an appropriate knowledge in order to liaise with local statutory children's services or effectively support, advise and guide the staff team. The rest of the staff display only a basic awareness of the signs and symptoms of child abuse and a limited knowledge of the appropriate procedures to pass on possible concerns. Consequently, children are not fully protected from harm. Documents relating to staff suitability do not contain the required information as there is no record of when disclosure and barring checks were carried out. Also, the safeguarding policy and procedure is limited in detail and does not relate to the setting, as a result, it means that inaccurate information is shared with staff and parents. The provider shows an satisfactory understanding of recruitment and selection procedures with regard to advertising and interviewing for new staff.

Arrangements for self-evaluation are poor and have resulted in breaches in requirements not being identified. In addition, the setting does not have any clear and challenging development plans to help secure improvements and the effective implementation of the Statutory framework for the Early Years Foundation Stage. Discussions with the management team about future developments during the inspection further showed the lack of ambition and drive for improvement. There are no plans to secure developments which support children's achievements or benefit their learning and development. The staff team and parents have not been asked to share their thoughts and views on the setting for a couple of years and, as a result, a holistic approach to the development of the setting is not in place. The manager and staff team have addressed the action and recommendations raised at the last inspection. Staff are, therefore, more vigilant about

the completion of medication forms and the outdoor area has been enhanced through the use of signs, notices, numbers and words that take into account children's differing interests. A further recommendation was raised with regard to extending the use of assessment and planning to support children's progress towards the early learning goals. This has not been fully met as staff are not using what they know about the children to support them to make good progress. In addition, the manager is not effectively monitoring the quality of teaching or the educational programmes provided to the children. Supervision and peer observation are weak and do not support opportunities to enhance professional development and ensure a consistent quality of teaching and learning for the children.

The majority of staff hold recognised childcare qualifications and many of the team have been working at the setting for many years. This supports them to have friendly relationships with parents and children's extended families. Staff share some relevant information each day in a daily diary about children's care, well-being and an overview of the activities they have enjoyed throughout the day. Parents also have access to their child's learning profile which is stored in the main entrance area of the nursery. Parents are positive about the care and support provided by staff and they confirm that children express their happiness in attending the setting. Partnerships with other providers are basic and staff rely on parents to pass on and share information about children's development. As a result, children's learning between settings is not fully complemented to support them to make the best possible progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (voluntary part of the Childcare Register)

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

Unique reference number	EY103125
Local authority	Leeds
Inspection number	872421
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	96
Name of provider	South Leeds Family Childcare
Date of previous inspection	07/03/2012
Telephone number	0113 3950337

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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