

Little London Children's Centre Daycare

169a Meanwood Road, LEEDS, West Yorkshire, LS7 1SR

Inspection date	03/07/2014
Previous inspection date	15/08/2013

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		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

- Staff know all children very well. As a result, children's learning is individually tailored to support them to reach their potential.
- Staff are warm, caring and considerate. Consequently, children develop respect for staff and their friends and behave very well.
- Partnerships with parents are excellent. This is because staff use a wide range of activities and meetings to involve all parents in their children's learning.
- Safeguarding children is a high priority. Staff regularly reflect on their practice to further develop their already good knowledge and understanding of safeguarding. This means children are kept very safe and their welfare is promoted.
- The management team have a clear vision to drive continuous improvement. Consequently, staff are supported well to fully understand their roles and responsibilities.

It is not yet outstanding because

- Opportunities to further develop boys' already good literacy skills are occasionally missed.

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 children in the two base rooms and in the outdoor area.
- The inspector completed two joint observations with the deputy manager of the setting.
The inspector held discussions with the deputy manager, assistant manager, special educational needs coordinator, children's centre teacher, staff, three parents and children.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, performance management records and self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Little London Children's Centre Daycare was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Little London area of Leeds and is owned and managed by Leeds City Council. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status. Within the staffing structure there is enhanced staffing to support children with profound and complex special educational needs and/or disabilities. The setting opens Monday to Friday all year round and sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 119 children attending who are in the early years age group. The setting 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.

What the setting needs to do to improve further

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

- enhance the already good literacy skills of boys by encouraging them to write more, for example, by providing more tools for writing outdoors.

Inspection judgements

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

Children are making good progress in their learning and development. This is because staff know the children very well. They learn about their capabilities, likes and dislikes when they visit them at home before they start in the setting. Staff work with parents to get to know children in order to tailor their learning to meet their specific needs. Regular observations of children during play enable staff to create a stimulating environment that motivates children to learn. For example, children enjoy playing with water and pretending to pour cups of tea, giving them to staff to pretend to drink. Staff extend this interest by encouraging children to play in the mud kitchen with pots, pans and teapots, which children use imaginatively. Staff use observations of children to devise the next steps in their learning. Each child's learning is carefully planned to maximise their learning and support them all to make good progress from their starting points. Children with special educational needs and/or disabilities and those who speak English as an additional language are also very well supported. Staff know what interventions children require to support their learning. This information is shared with other staff to ensure children's needs are very well met. For example, some children have one-to-one time with staff to improve their concentration while other strategies, such as, using picture cards help other children to make choices.

Children are provided with a wide range of activities and resources. Staff are deployed well to extend children's learning and provide further ideas during play. For example, boys create their own running games and use a member of staff to be a mediator when they calmly disagree about the rules. Children also ask staff to make paper signs to put on their backs while they are running, which staff happily do. However, opportunities to encourage boys to engage in writing for themselves while outside are sometimes missed. Children access the outdoors throughout the day and especially enjoy the time when the gate is open to the primary school next door. The open-gate system is used on some days to allow the children from the daycare setting to play with school children. This prepares them for playing in the playground when they leave for school. Staff understand the importance of preparing children well for their transition. For instance, they work with small groups of children at several times throughout the day and children are encouraged to listen, give their opinions and take turns. These skills are vital for a successful future in school.

All parents are included in their child's learning and development. Staff are very aware of the importance of consistently supporting children's learning both in the setting and at home. Therefore, they have introduced a variety of ways to involve parents. For instance, every Thursday morning parents are invited in for 'magic bag'. The session involves staff, children and parents singing a variety of songs and using props that are kept in the 'magic bag'. Children thoroughly enjoy singing songs related to the Tour de France, which they are very excited about as it departs from Leeds in a few days. This supports children's communication and language skills as well as their understanding of world and their local community. Parents feel very involved in the setting. They discuss attending parent consultation evenings where they meet with staff to talk about their child's development. Parents comment that they feel their children have made very good progress since starting at the setting.

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

Staff are very warm, welcoming and caring. They know all children very well, which includes their individual care routines. During the settling-in process, staff talk to parents about their child and their likes and dislikes. Each child is assigned a key person who takes care of their intimate care needs. Staff create strong bonds with their key children and consequently, children explore the learning opportunities with confidence. When needed children come to staff for reassurance and cuddles. As children grow and develop they become ready to move between rooms within the setting. This is done sensitively, by staff and parents working together to support children with their transition. Each child has the security of their key person, who accompanies them on visits to the next room. The length of time it takes to fully move rooms depend on each child's needs as staff ensure they have built a bond with their new key person before they leave them.

Children behave very well and show respect for staff and their friends. This is because staff teach them the rules and boundaries of the setting. Staff reflect on their strategies for managing children's behaviour and consistently work to improve them. For example, staff have created a woodland garden to allow children more space for climbing, swinging

and developing their adventurous side. This is because children require more space to exert their energy in a positive way. Staff comment that they have noticed a positive change in children's behaviour since the woodland garden has been implemented. The garden area allows children to take small risks in their play and staff are always close by to assist children and supervise them. Children take risks through climbing, jumping and balancing and are learning how to manage risks safely.

Staff are aware of children's dietary requirements. They sit close to children at mealtimes to ensure they eat food that is safe and respects their dietary and cultural needs. Meals are made in the setting and are balanced and nutritious. Furthermore, children can help themselves to fresh fruit and water throughout the day. Children are learning the importance of washing their hands prior to eating and are starting to manage their personal hygiene needs independently. As a result, children are developing healthy lifestyles.

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

Safeguarding takes an extremely high priority in the setting. All staff have a thorough understanding of the safeguarding policy and procedures. They know who to contact if they have a concern about a child or a member of staff. Staff discuss the wealth of information available to them to support children's welfare, including the safeguarding and whistleblowing display the management team have created in the staff room. All staff have attended safeguarding training and volunteers are very well inducted to understand their role and responsibilities. Each member of staff has a safeguarding portfolio that they use to reflect on their safeguarding experiences. Staff update their portfolio regularly and take their safeguarding practice very seriously, working to ensure all children are protected from harm. All staff are recruited robustly, any gaps in their employment history are investigated to ensure the setting is recruiting in a safe manner. All staff and volunteers are vetted to ensure they are suitable to work with children. Furthermore, the premises are kept safe and secure, staff undertake daily risk assessments of the premises and garden and procedures to ensure children are kept safe on outings are in place. For example, staff take photographs of all children before they leave the setting so that they know what clothing they are wearing. In addition a high adult to child ratio is in place when children are learning outside the setting.

Great improvements have been made since the last inspection. The management team have closely focussed on staff training and all staff know their individual roles and responsibilities. Through appraisals and supervisions staff are very aware of their areas of strengths and individual targets for improvement and all staff show a very positive attitude to continuous development. Many staff have attended paediatric first-aid training and there is always a member of staff qualified in paediatric first-aid on duty. The management team show a clear commitment to continuously developing the setting. There are clear plans in place and staff, parents and children are consulted to gather their views on areas that can be further developed. For instance, staff hold a have you say day, where they ask questions of parents. Children's views are gathered throughout their time at the setting and displayed on the wall. This shows that the views of others are taken

seriously.

The management team are very pro-active in monitoring children's progress and development. They work with staff to evaluate the environment and teaching in order to support children to make very good progress. Staff also work with a range of other professionals in order to support children's individual needs. These include health visitors, speech and language therapists and physiotherapists. Targets set by professionals are worked towards with children to support their development. Parents are also very included in the targets set by professionals in order to complement learning in the home and setting.

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

Unique reference number	EY331899
Local authority	Leeds
Inspection number	972258
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	119
Name of provider	Leeds City Council
Date of previous inspection	15/08/2013
Telephone number	0113 2145111

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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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