

First Class Childcare Yeadon

Cliffe House, South View Road, Yeadon, LEEDS, West Yorkshire, LS19 7BF

Inspection date

17/07/2014

Previous inspection date

09/11/2010

The quality and standards of the early years provision

This inspection:

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

- There is a warm and welcoming environment and exemplary focus is placed on the value of the family unit. This supports children's emotional well-being and social development.
- Effective systems for communication are in place and parents receive clear and concise information each day about their child's day, their learning and the activities they have enjoyed. As a result, parents are kept fully informed of the care provided and their progress with regard to their early education.
- Children and babies make good progress towards the early learning goals because staff have in-depth knowledge and understanding of the learning and development requirements. Well-planned purposeful activities, visits and visitors to the setting provide rich learning experiences for children.
- The management team demonstrate a passion to provide the very highest support for all children's care and learning, which is securing continual improvements that are enhancing the quality of the provision and children's achievements over time.

It is not yet outstanding because

- New staff do not always confidently implement policies and procedures provided during the induction process.
- The developing links with the community do not yet extend to all children's schools.

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 three rooms used and the outside learning environment.
- The inspector held a meeting with the early years director/deputy manager of the provision and spoke to staff and parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Angela Syson

Full report

Information about the setting

First Class Childcare Centre, Yeadon is situated in a converted Manor House in the heart of Yeadon town centre. It was acquired by the current owners in 2006 and has since undergone extensive refurbishment. It is one of nine nurseries owned and managed by First Class Childcare. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and serves the surrounding area. The nursery currently has 72 children on roll. The nursery receives funding for the provision of early education for three- and four-year-olds. The nursery is open each week day from 7.45am until 6.15pm for 51 weeks of the year. It is set over two floors and operates from three rooms. The toddler room is on the upper level and is accessed by stairs. All children have shared access to a well-resourced outdoor area. There is a team of 14 staff including an onsite cook, 12 of whom hold a childcare qualification at level 3 or above.

What the setting needs to do to improve further

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

- strengthen the support for new staff to ensure that policies and procedures are understood and implemented with confidence
- extend the links with reception teachers from all schools that children attend to ensure all children are skilfully supported during the transition to school.

Inspection judgements

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

Teaching throughout the setting is very good. Children are well supported and staff demonstrate high expectations. For example, children in the baby room are skilfully questioned while drawing to extend their understanding of colours. As a result, some very young children are able to correctly identify colours and others are acquiring mathematical language. Older children in the toddler room enjoy planting seeds. They are helped to make choices about which seeds they want to plant and are developing self-confidence. Staff acknowledge the importance of the family unit. Older children enjoy exploring the natural environment with younger siblings.

There are clear systems in place to evidence, monitor and track children's progress through accurate observations. This is because key-persons know their children extremely well and have a clear understanding of their individual learning needs. This information is then used to inform the planning of an exciting and varied range of individual and group activities, which match children's specific needs. For example, children are interested in

dinosaurs and this leads to a trip being arranged to a dinosaur exhibition. Children talk enthusiastically about their trip, especially the journey on the bus and are keen to share photos of their day out. In some areas, such as language and self-confidence, children make rapid progress, given their starting points. Therefore, children are prepared for school because they have a wide range of skills to support their future education and have positive attitude towards learning. Focused activities in the pre-school room, such as working with others in a play dough activity, further emphasise these skills. Children are physically very able. This is because the setting makes good use of the well-equipped and stimulating outdoor area. Children learn how to manage risks as they swing on the rope swing and jump from one tyre to another. They develop coordination as they try out new movements and are encouraged to overcome frustrations and keep trying. This demonstrates the characteristics of effective teaching and learning.

Parents' involvement in their children's learning is a key strength of the setting. Parents are well informed of their children's progress and contribute to their child's learning journey by recording what children do at home in the 'Look what I did at home' record. They attend regular parents' evenings and contribute to their child's person centred planning using 'one page profiles', which show what the child can do and the support they need to reach their next steps. Parents speak highly of the setting and compliment staff on how they meet children's needs. Information about babies and children is gathered from parents on entry to the setting and is used to plan activities for children. For example, when a child enters the setting with high-level linguistic skills for their age, staff expand the child's vocabulary to use different kinds of words, using age appropriate resources. Children learn about the world around them, as predicted interests are planned for and delivered through adult-led activities; for example, staff talk to children about the Tour De France and the football World Cup. Children learn about different countries and create attractive displays.

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

The key-person system is strong and staff understand the importance of forming secure attachments. Staff are intuitive to the needs of babies, especially those who are new to the setting. They respond quickly to the needs of children because they know them well and have a close partnership with parents.

Children have very good independence skills and follow good hygiene routines. Younger children are reminded to wash their hands but older children know to do this without prompting. A well-balanced menu is provided and children learn to enjoy their food as meal times are a very sociable experience. Pre-school children sit at small tables and serve the food themselves. Children are reminded about safety when the food is hot but are also able to take well-supervised risks as they develop their independence skills. Staff offer guidance about portion sizes so children learn how to be healthy. There are procedures in place, fully discussed with parents and recorded in relation to children with particular dietary requirements. Parents comment on menus at parents' evenings and make suggestions for meal plans.

The environment is stimulating, friendly and well resourced. All resources are at a low-level, which allows for free-flow play. Children are praised for their efforts and achievements. Staff are respectful and model positive behaviour and this in turn encourages children to be well behaved and courteous. This is highlighted by children in the toddler room, as they get ready to go downstairs to the garden. They wait patiently while staff organise sun hats and sun cream. Children politely ask staff, 'Excuse me, please get me a hat?'

Children in the pre-school room are prepared for transition to school. Some teachers visit children in the familiar surroundings of the pre-school room. In doing so, they are aware of children's individual learning styles and needs prior to them starting school. This helps to support children's well-being as they adjust to periods of change and transition. However, there is scope to improve the transitions with all schools that children may attend.

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

Safeguarding arrangements are strong. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. However, new staff do not have enough support to help them become confident in their understanding of policies and procedures. All sampled documentation and records are well maintained and give a firm indication that all documentation is place to support children's safety and welfare.

An effective performance management system is place to ensure that the learning and development requirements of the Early Years Foundation Stage are met. The quality of teaching is monitored by the management team and through peer observations. As a result, there is consistency in planning and assessment and children with special educational needs and/or disabilities receive appropriate support and intervention. The annual appraisal systems encourage staff to complete further training and the company gives praise and recognition to staff who achieve new qualifications or are performing to an outstanding level. Consequently, staff feel generally well supported and morale is high.

The provider and management team are in pursuit of excellence in all the setting's activities. Focused improvement plans have been implemented taking account of staff, children, parents and carers. As a result, the setting has improved since the last inspection and all previous recommendations have been met. The newly appointed manager has completed an in-depth self-evaluation, which is accurate and clearly identifies areas for development. Partnerships with parents are strong and contribute to the progress children make. Feedback from parents is overwhelmingly positive. For example, 'My older child came here and now this one. The staff are all lovely and supportive, it will be so sad when we leave. It will feel like we are losing part of the family'. Overall, this is a very good setting. Children are happy and enjoy their time in the setting, which lays a solid foundation upon which to support their future learning.

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	EY320815
Local authority	Leeds
Inspection number	873234
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	72
Name of provider	First Class Child Care Limited
Date of previous inspection	09/11/2010
Telephone number	0113 2500066

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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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