

South Leeds Family Childcare

Acre Road, Middleton, LEEDS, LS10 4DE

Inspection date	02/10/2014
Previous inspection date	08/04/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 have a thorough understanding of how to safeguard children. They have attended recent safeguarding training, know the indicators of abuse and who to obtain advice and support from.
- Staff interact with children well and use a wide range of different ways to teach them. As a result, all children make good progress in their learning and development.
- Children are developing good communication and language skills because staff talk, sing and read to children using different tones of voice and a wide range of vocabulary.
- Children have high levels of confidence and self-esteem. This is because staff know them well, respond to their individual needs and praise their impeccable behaviour.
- Staff work well as a team. Consequently, they continuously strive to improve the setting and the service provided for children and families.
- Parents feel very included in their child's care and learning because staff keep them informed of their child's progress. As a result, partnerships with parents are good.

It is not yet outstanding because

- Dessert options at meal times do not always support children to understand the benefits of choosing healthy food.

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 main rooms and in the outdoor area.
- The inspector completed a joint observation with the deputy manager of the setting.
- The inspector held discussions with the manager, deputy manager, local authority adviser, staff and three parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day and parental contributions from observations of children at home.

Inspector

Laura Hoyland

Full report

Information about the setting

South Leeds Family Childcare was registered in 2002 and is 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 within the Middleton Park Complex, a Leeds City Council building on the outskirts of Leeds. It operates from three rooms and there is an enclosed area available for outdoor play. The setting employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round, except for a week at Christmas and bank holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 96 children on roll, of whom 49 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. 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 further improve the quality of the early years provision the provider should:

- enhance children's already good attitude to healthy eating, for example, by offering a range of healthier desserts at meal times.

Inspection judgements

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

Staff interact with children very well. They know children's likes, dislikes and how they learn best. Staff plan a wide range of activities and differentiate them depending on children's age and stage of development. For example, babies who can not sit unaided are sat in small chairs to access paint and paper, while mobile children dip their hands and feet in the paint and freely explore. Very young babies sit on staff's knee as staff sprinkle sand on their toes to heighten their senses. Babies laugh, gurgle and smile as the positive interaction gives them new experiences. Older children thoroughly enjoy one-to-one sessions with their key person. This focused time enables staff to support children to achieve their next steps in learning. High quality questioning and time for children to think helps them to make sense of the activities and learning taking place. For instance, children use plastic shapes to create pictures of rockets, staff question them on what they could do next and what pieces would be best to use.

Staff regularly observe children during play and observations are meaningful and detailed. Parents contribute to observations and staff discuss children's learning with parents every few weeks. Next steps in learning are in place and planning is tailored to children's individual needs. Each child's development is routinely tracked to ensure gaps in their learning are quickly identified and closed. As a result, all children are making good

progress from their starting points. Parents and staff work together to support children's learning. Regular assessments are shared with parents who contribute their comments and know children's next steps in learning. Consequently, children are supported well between home and the setting.

Children are prepared very well for school. They are learning many skills to support their future learning. Children listen to instructions, respect their friends and staff and are motivated to learn. Staff encourage children to put their coats on for outdoor play and take responsibility for small tasks. Children are making very good progress in their communication and language development. They are confident communicators, ask questions and engage in long conversations with their peers and staff. This is because staff talk, sing and read to children throughout the day, introducing new words to extend their vocabulary. Children particularly love reading in a group with staff. This is because children have copies of the book that staff are reading so they can see the pictures and follow the plot. All children join in with parts of the story that are familiar to them, resulting in staff not needing to read the story because children recall it from memory. Older children read to younger children. As a result, all children show a passion for stories and books.

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

All children have formed very secure attachments to their key person. This is because there is a clear settling-in procedure, which supports children and families to get to know staff and the environment. Staff learn about children's routines and needs during these sessions and ensure they meet all children's dietary and medical needs. Each child has a daily diary that is shared with parents and details children's routines. Children display high levels of confidence and self-esteem. They have made firm friendships with their peers and play very well together. The setting is small, therefore, all staff are known to all children. This makes the move between rooms when children are ready easier. Children settle very quickly and demonstrate that they feel safe and secure.

Children are developing an understanding of how to stay safe. They return to their key person when they need support and staff are deployed very well to help children take small risks in their play. For instance, younger children climb on static equipment and use the small slide outside. All children behave exceptionally well. They share resources, take turns and show kindness towards each other. All children are kind and caring. They show respect for staff, listening to instructions and promptly following them.

Children are developing healthy habits. They wash their hands before meals and after taking part in messy activities. Staff sing songs to help younger children understand the importance of hand washing. Older children manage their hygiene needs very well. Staff ensure children access the outdoors daily. Each room has access to a well-resourced outdoor area, that is always available. This means children can freely choose to play indoors or outdoors. In addition, regular exercise sessions are planned to support children's physical development. All meals are freshly prepared on the premises and children thoroughly enjoy sitting with their friends for meal times. Main courses are

healthy and nutritious, however, desserts are often high in sugar. This means children are not always learning to make the healthiest food choices.

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

Children are safeguarded well. Since the last inspection all staff have received safeguarding training. They are very aware of the signs and symptoms of abuse and the different types of abuse. They know who the setting's safeguarding officer is and what to do if they have a concern. The manager has created individual safeguarding packs for staff containing the comprehensive safeguarding policy and procedures. Staff meetings include discussion regarding child protection and any questions or concerns staff may have. There is a rigorous recruitment procedure in place. All staff are vetted, suitable to work with children and have an in-depth induction before they start working in the setting. In addition, the premises are safe and secure. Risk assessments are conducted to ensure all environments are safe for children to access. As a result, children are safeguarded very well.

Since the last inspection the setting have received one Ofsted monitoring visit. The management team have created clear and concise development plans, which support them to drive improvement. For example, the management team closely monitor the quality of teaching across the setting. Observations of staff practice are in place and evaluated. This enables the manager to identify any training needs and source training courses promptly. Regular team meetings and support from the local authority is in place. Staff understand the need for high quality interaction with children to support their learning and development and deliver this well. The management team have good knowledge and understanding of how each child is progressing in the setting. They collate information on their progress in order to support staff and children to reach their potential.

Staff have created excellent partnerships with parents. Information is displayed for parents on noticeboards and policies and procedures are readily available for them to read. Parents speak very highly of the staff and feel very informed of their child's time in the setting. Relationships with other professionals are also very positive. Staff receive support from the local authority advisers. They welcome advice and put into place suggestions to develop their practice and setting further. Although there are currently no children on roll with special educational needs and/or disabilities staff know where to access support and training when they require it.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	972397
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	08/04/2014
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.

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