

# Candystripe Inc @ Talbot

Talbot Primary School, East Moor Road, Leeds, West Yorkshire, LS8 1AF

## Inspection date

15/10/2014

Previous inspection date

20/09/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 clearly understand their role and responsibilities to protect children from harm. They regularly refresh their safeguarding knowledge and understanding. As a result, children are safeguarded very well.
- Staff know children very well. They discuss their school day with them and liaise with teachers in order to complement their learning in the setting.
- Children play exceptionally well together. As a result, they display good behaviour and have made firm friendships.
- Children are extremely well settled and happy in the setting. This is because staff make them feel welcome and listen to their stories with genuine interest.
- Parents are very happy with the service staff provide. This is because they are supported to settle their children into the setting when they first start and are kept up to date with information.
- Staff constantly reflect on their practice and how they can develop the setting further. Consequently, the capacity for continuous improvement is good.

### It is not yet outstanding because

- Opportunities to develop children's already good physical skills are not always maximised.

## **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 base room and the outdoor area.
- The inspector held discussions with the provider, manager, staff, children and parents.
- The inspector had a tour of the premises.
- A range of documents were inspected, including evidence of staff suitability, training certificates, policies, procedures and risk assessments.
- The inspector discussed the setting's continuous improvement plan.
- The inspector took into account the views of children, staff and parents spoken to on the day.

## **Inspector**

Laura Hoyland

## Full report

### Information about the setting

Candystripe Inc @ Talbot was registered in 1997 and is part of a chain of early years settings under the management of Candystripe Inc Limited. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a modular building situated in the grounds of Talbot Primary School, in the Roundhay area of Leeds. The setting cares for children attending the host school. There is an enclosed area available for outdoor play. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round and sessions are from 7.30am until 9am and from 3.20pm until 6pm, term time only. Children attend for a variety of sessions. There are currently 76 children on roll, of whom 13 are in the early years age group.

### 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 physical skills further, for example, by providing a wider range of easily accessible resources to develop children's large muscle skills.

## Inspection judgements

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

Children thoroughly enjoy their time in the setting. They arrive full of enthusiasm and immediately find games and resources to play with. Staff are close by to support learning through play. For example, staff sit and talk to children while they create sticking pictures and offer ideas, but allow children freedom to express their own creativity. Other children concentrate for long periods of time creating new hairstyles for dolls. They discuss using tools to curl the doll's hair and older children support younger children in the task. Staff support children to think for themselves. They ask about the imaginative games children are engrossed in and ask open-ended questions to extend children's play. Younger children have made very good relationships with older children. They take turns with resources and play games cooperatively. This supports younger children with developing their confidence and self-esteem.

Staff arrive early at the setting and ensure there is a wide range of resources for children to access indoors. They know children's interests well because they regularly observe them during play. Staff talk to children's teachers daily when collecting children. They discuss what children have been learning and then complement this in the setting. For example, children are learning about autumn at school and staff have used this to discuss changes in the environment. Although learning is complemented in the setting, staff also understand the importance of allowing children time to rest and relax after a day at school. Soft furnishings are used for children to sit on and talk to their friends. This

promotes their social, communication and language skills. Staff ensure all children's needs are very well met.

Parents are very complimentary about the staff and the setting. Information from school is passed on in a timely manner and information about the setting's events is communicated verbally, by email and by text messages. Staff ensure they greet every parent when they come to collect their child and discuss the activities children have enjoyed. Many children are reluctant to go home because they enjoy being in the setting and are busy playing games with their friends. Parents comment how their children are very happy and this supports the positive relationships staff have with parents.

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

All children are very well settled in the setting. The same staff collect them from their classroom each day and this means children feel safe and secure at the end of the school day. Children confidently talk to staff about what they have been doing during the day, the school meals they enjoyed at lunchtime and what they want to do during the evening session. All children show high levels of confidence and self-esteem. The manager of the setting is the key person for all children in the early years age group. She knows children very well and supports them during the settling-in period. Parents and children are invited into the setting before they attend. Parents are encouraged to stay with children if they wish to and staff ensure they gather information about each child's individual needs. As a result, children's individual needs are very well met.

Children behave exceptionally well. They have created their own rules and ensure they abide by them. They play safely and understand how to minimise risks. For instance, they tidy away resources so that they do not cause a trip hazard. Older children take care of younger children, helping them to know routines. Older children are excellent role models to younger children. They share resources, play cooperatively and encourage them to be involved in their play. This means younger children gain confidence and social skills well. Children welcome visitors to the setting. They are keen to talk about their families and how much they enjoy attending the setting. They also feel comfortable talking to new staff, who listen with genuine interest to their stories.

Children access the outdoor area daily and staff ensure they are deployed effectively to supervise children's play. Regular fresh air and exercise supports children to adopt healthy practices. Some children play football and practice running with staff. However, at times opportunities for some children to develop their large muscle skills are not maximised because resources are not plentiful or made easily accessible to children. Children all sit together for snack. They talk as they eat and are developing good manners. Staff ensure snacks are varied and fruit is always available. As a result, children are learning how to eat a healthy and balanced diet.

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

**provision**

Children are safeguarded very well because staff clearly understand their roles and responsibilities. They know what to do if they are concerned about a child's welfare and who to report any concerns to. Staff have collated a wealth of information on safeguarding issues and have recently reviewed their policies, procedures and practices. All staff have received safeguarding training and regularly update their knowledge and understanding. The provider ensures that the recruitment process is robust. Staff's identity, integrity and suitability are all rigorously checked and reviewed regularly. Staff risk assess the premises and ensure the environment is safe for children. As a result, children are protected very well from harm.

Staff work very well as a team. They know their strengths and weaknesses and have a clear improvement plan in place. This means the capacity to continually improve is good. Staff listen to the views of children and parents. They issue regular questionnaires and collate feedback in order to improve their practice further. Staff attend team meetings and work with the provider to identify training needs. The provider conducts appraisals and supervision meetings to discuss and support staff practice. She also works along staff to observe their interaction with children. This means staff feel very supported and work to professionally develop their capabilities.

Partnerships with other professionals are in place. Staff liaise with the host school teachers and discuss children's learning in school. Although there are no children on roll with special educational needs and/or disabilities or children with English as an additional language, staff know where to access advice and support if required. Parents are highly complimentary of staff and the setting. They feel their children are happy and they receive plenty of information about their child's time in the setting. Consequently, partnerships with parents are strong.

**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. 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

<b>Unique reference number</b>	512745
<b>Local authority</b>	Leeds
<b>Inspection number</b>	819442
<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>	26
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Candystrip Inc Limited
<b>Date of previous inspection</b>	20/09/2011
<b>Telephone number</b>	07918 632350

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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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