

# Hunslet Children's Centre Daycare



Whitfield Avenue, Hunslet, Leeds, West Yorkshire, LS10 2QE

**Inspection date** 30 March 2015  
Previous inspection date 8 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good. This means that children make good progress and achieve well in all areas of learning, relative to their starting points. Key persons record children's learning carefully and celebrate their achievements with parents.
- Staff effectively support children to develop the important skills they need for their future learning. For example, children ask questions and solve problems, which ensures that they have the skills they need for the next stage in the learning, such as starting school.
- Safeguarding arrangements are robust, with effective systems in place to identify and minimise risks to children's safety. Consequently, children are kept safe from harm.
- Staff communicate very well with children, talking to them directly and clearly using words, phrases and signs that they understand. As a result, children are supported very effectively in their language development.
- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured. As a result, children receive the support they need.
- Effective self-evaluation means that staff continually improve the good service they provide for children and their families.

### It is not yet outstanding because:

- On occasion, the assessment of children's progress is not monitored sufficiently enough to ensure that children's rapid progress is captured. This does not enhance the planning for some individual children.
- Opportunities for children to develop their writing skills are not always fully maximised.

## What the setting needs to do to improve further

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

- ensure that the monitoring of children's progress is sufficient enough so that individual planning can be adjusted to move them on quickly in their learning
- enhance opportunities for children to develop their writing skills, for example, by encouraging children to write numbers and words to extend their play indoors and outside.

### Inspection activities

- The inspector observed play and learning activities.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the children's centre teacher.
- A range of documents were inspected, including observations, assessments and planning.
- The inspector took into account the views of parents spoken with on the day.

### Inspector

Kate Banfield

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a wide range of exciting activities, which build on children's interests, stimulates their curiosity and captures their imaginations across all ages. Children enjoy a good balance of child-initiated and adult-led experiences. For example, babies respond with delight as staff instigate a game of peek-a-boo. Babies are engaged in this simple turn taking activity because staff develop a sense of anticipation with their voice and facial expressions. Consequently, babies are developing good attention and listening skills. Children's imaginations are effectively fostered and used to develop other areas of learning, such as mathematics and learning about the world. Children build a boat using the big, toy bricks in the garden. Staff join in their play and use effective questioning to promote children's thinking. They direct and extend children's understanding and language about boats and sailing. However, staff occasionally do not use these good opportunities to promote children's writing skills to extend their literacy indoors and outside.

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

Children settle well at the nursery. This is because home visits and opportunities to visit the nursery before they attend are in place. This supports children's emotional well-being very well and ensures they develop confidence and independence. Children learn to maintain a healthy lifestyle. They find their names on their water bottles, which are available throughout the day so that children are hydrated. In addition, children clean their hands with anti-bacterial gel before eating healthy snacks. Management of behaviour is superb. Staff are extremely good role models, helping children to be kind, share and take turns. As a result, children build friendships and play well with their peers from an early age. Children are encouraged to take pride in their environment as they independently collect dough and put it back into a container on the shelf. This demonstrates that they know what is expected of them and have the ability to follow routines.

### **The effectiveness of the leadership and management of the early years provision is good**

The experienced and qualified staff team fully understand their roles and responsibility to meet the requirements of the Early Years Foundation Stage. Managers provide training and one-to-one meetings for staff so that they build the skills and knowledge needed to ensure the best possible outcomes for children. Relationships with parents are strong, which supports children's development. Regular observations and assessments of individual children's progress are completed and monitored by the leadership team. However, for some children this is not sufficient enough to ensure that planning is sharply focused to ensure that children make even better progress. This does not help to underpin the otherwise good planning for some children. Children's move to school is supported well. Teachers are invited to the nursery and staff take children to visit their new school before they start. Staff share children's learning records with their new school, which helps them to understand their individual needs and supports the next stage in their learning.

## Setting details

<b>Unique reference number</b>	512564
<b>Local authority</b>	Leeds
<b>Inspection number</b>	869456
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	8 July 2011
<b>Telephone number</b>	0113 270 7001

Hunslet Children's Centre Daycare was registered in 1980. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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