

Richmond Hill Children's Centre Daycare

Walter Crescent, Cross Green, Leeds, West Yorkshire, LS9 8NG



Inspection date

29 May 2015

Previous inspection date

5 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified and experienced staff have a sound understanding of how children learn. This helps them to plan a variety of challenging activities, which capture children's imaginations. Children are highly motivated, inquisitive and confident. They develop a wide range of skills and attitudes that prepare them well for the next stage in their learning or school.
- The managers and staff regularly check the progress of children. They work in partnership with parents and other agencies, to provide extra support for those with special educational needs and/or disabilities to promote the best outcomes for all children.
- The managers and staff are committed to safeguarding children. They fully understand their roles and responsibilities and the procedures to follow should they have any concerns.
- The established key-person system helps children to form warm, caring relationships with the staff. Staff sensitively support children in their play. Consequently, children feel safe and secure and make good progress in their learning.

It is not yet outstanding because:

- The links that already exist with other early years setting that children attend are not yet fully established, to enable information about children's learning to be shared regularly.
- Staff do not always ensure that children are able to freely access a wide range of resources that represent positive images of people in society, to further enhance their awareness of diversity.

What the setting needs to do to improve further

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

- strengthen ways of regularly sharing information with other settings that are involved in children's care, for example, by sharing assessment records and planning, so that children's learning is supported to the optimum
- enhance opportunities for children to learn about the similarities and differences between people during their own play, for example, by providing easily accessible books and resources that show positive images of people in society.

Inspection activities

- The inspector viewed all areas accessed by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children, and spoke to staff and children, when appropriate.
- The inspector carried out an interview with the manager and the special educational needs coordinator.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including staff qualifications, policies and procedures and the provider's self-evaluation.
- The inspector spoke to a parent, and looked at parental questionnaires to take account of the view of parents and carers.

Inspector

Julie Jones

Inspection findings

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

Staff provide a wealth of activities and experiences that encourage children to learn through playing, exploring and being active. For example, children enjoy being outside. Older children show excitement and interest as they mix powder paint into the puddles, left by the recent rain. They watch with excitement as it merges into the mud and they jump and splash, making colourful footprints. Staff skilfully extend children's communication skills, by encouraging the children to describe what is happening. Staff teach children to count, match and sort objects during play and daily routines. Printed signs throughout the setting help children to recognise familiar words. As a result, they develop good early literacy skills. Staff plan a range of adult-led activities to teach children about disabilities and diversity. However, there are fewer opportunities for children to explore these resources independently during their play. This is because they are stored on high shelves or are not always freely available. Parents comment that their children are happy, settled and make very good progress.

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

Children's good health is supported because meals and snacks are freshly prepared, nutritious and healthy. Staff talk with children about the food and the importance of a healthy diet. Children have opportunities throughout the day to engage in music and movement activities. As a result, they develop an understanding of the importance of exercise. Children have areas to rest and play quietly, which especially benefits younger children. Staff teach them to play and explore safely, as they encourage younger children to play carefully in the sand and to share and take turns. Staff continually praise children's achievements and good behaviour, to enhance their confidence and self-esteem. They consistently set clear expectations about what is acceptable behaviour. As a result, children's behaviour is very good. Staff are good role models. They teach children to use good manners and remind them to say please and thank you.

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

The managers have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Secure arrangements are in place for the recruitment of staff and all are vetted, to ensure that they are suitable to care for children. The managers provide staff with regular supervision, training and mentoring opportunities. Staff share the knowledge that they have gained from training at meetings. This ensures that all staff actively contribute new ideas and demonstrate a good capacity for continuous improvement. The managers and staff have successfully addressed all recommendations raised at the last inspection. Staff have developed good links with the local schools that children move on to. However, partnerships with other early years settings that children attend are not fully maximised. For example, staff do not consistently share information about children's progress to enable them to provide complementary learning opportunities.

Setting details

Unique reference number	512408
Local authority	Leeds
Inspection number	869446
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	127
Name of provider	Leeds City Council
Date of previous inspection	5 March 2012
Telephone number	0113 2400564

Richmond Hill Children's Centre Daycare was registered in 1984. The setting opens from 8am to 6pm, Monday to Friday. There are 20 members of staff, 19 of whom hold appropriate early years qualifications at level 3 or above. One member of staff holds appropriate qualification at level 2. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

