

# Firthfields Early Years Centre



Conisborough Lane, Garforth, Leeds, West Yorkshire, LS25 2LR

**Inspection date** 2 July 2015  
Previous inspection date 11 August 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		Outstanding	1
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

- Staff develop excellent relationships with children, therefore they are happy, confident and feel emotionally secure in their care. This is because of the effective key-person system and settling-in arrangements made when children first start at the centre.
- Children demonstrate that they feel safe and secure. This is because safeguarding is given the highest priority and is of central importance in the centre. All staff are trained to a high level in safeguarding and fully understand how to protect children and keep them safe from harm.
- Staff have a strong commitment to working in partnership with parents, which effectively contributes to children's care, learning and development. Parents speak highly of the centre and how the staff effectively support their children's learning.
- The manager is committed to developing a high-quality service for children. She implements a systematic approach to self-evaluation and to monitoring the provision. Staff are well qualified and provided with ongoing supervision and training, which ensures children are provided with consistently good learning experiences.

### It is not yet outstanding because:

- Staff are not yet making the best use of the environment to support children's understanding of nature and where their food comes from
- The manager does not yet monitor the progress of groups of children to identify any differences in the progress made between groups, such as boys and girls.

## What the setting needs to do to improve further

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

- enrich experiences for children to further develop their understanding of the natural world and where food comes from
- enhance processes for monitoring the progress of groups of children, to check for any differences in attainment between the different groups of children who attend.

### Inspection activities

- The inspector observed play and learning activities in all rooms and outdoors.
- The inspector took account of the views of parents and grandparents spoken to on the day of the inspection.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector carried out a meeting with the manager and looked at a range of documents, including planning, observations and assessments of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and viewed the provider's self-evaluation form and improvement plans.
- The inspector conducted a joint observation with the deputy manager.

### Inspector

Angela Sugden

## Inspection findings

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

Teaching is effective and, as a result, children make good progress in their learning. The educational activities are well planned by knowledgeable staff who provide a wide range of interesting, challenging and motivating experiences for all children. However, staff are not yet fully supporting children's knowledge of nature to develop their understanding of where their food comes from. Interested staff sit on the floor with babies as they explore and introduce new vocabulary to build their communication. Children display excellent language skills as they share information books with staff. They give meaning to the pictures in the book and confidently state that the train is going in the tunnel. Children demonstrate excellent memory recall skills, for example, as they talk about burying their parents' feet, when playing on the beach. Staff support children's mathematical understanding very well through a range of activities that help them to count and understand the sequence of numbers. Consequently, all children are developing the knowledge and skills they need for their future learning, including starting school.

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

Children are extremely happy and settled at the centre. This is because staff meet their emotional needs especially well. The manager and staff have created an environment which values, reflects and celebrates diversity exceptionally well. This has a positive impact on children's emotional well-being and they develop a strong sense of belonging. Children's confidence is promoted exceedingly well. This is because staff provide lots of praise and celebrate children's achievements. Children are extremely polite, for example, as they say to adults, 'Excuse me I want to go outside'. Staff provide a learning environment which offers an exceptional range of resources that children of all ages independently select and explore. Children take part in challenging movement activities that promote their physical development exceptionally well. Staff involve young children in well-planned physical activities indoors and outdoors, which ensures they build excellent body strength and control.

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

Staff consistently assess children's progress, plan next steps in their learning and systematically track their individual learning and development. The manager monitors children's development and has an overview of the progress of each individual child. However, systems to monitor any variations in the progress of different groups of children are not yet established to further support and challenge their learning. Staff work successfully with a wide range of professionals to support children's individual needs. The staff team are effectively deployed, which means that children are supervised at all times. The manager displays thorough competence as a leader and ensures that all requirements of the Early Years Foundation Stage are fully understood and implemented.

## Setting details

<b>Unique reference number</b>	512419
<b>Local authority</b>	Leeds
<b>Inspection number</b>	872366
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	11 August 2011
<b>Telephone number</b>	0113 232 0550

Firthfields Early Years Centre was registered in 1989. The centre employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round, except for a week at Christmas. Sessions are from 8am until 6pm. The centre provides funded early education for two-, three- and four-year-old children.

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