

Chapter One Childcare

The School House, Farnley Lane, Farnley, Otley, West Yorkshire, LS21 2QJ



Inspection date

28 July 2015

Previous inspection date

11 July 2011

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

- Staff plan a balance of adult-led and child-initiated learning experiences, and children's interests are followed and extended. This contributes towards children being motivated and enthusiastic learners.
- Staff provide a wide range of activities to give children the opportunity to explore and investigate the environment. This helps them to gain independence and prepare them for their future move to school.
- Staff remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns.
- Staff understand their responsibilities to protect the children in their care and know the procedures to follow if they have any concerns. This contributes towards keeping children safe.
- The manager continuously uses a variety of strategies to evaluate the provision. The views of parents and children are taken into account when identifying strengths and priorities for further improvement. This helps to drive improvement which benefits children.

It is not yet outstanding because:

- Staff do not always take every opportunity to further develop older children's understanding of some mathematical concepts.
- On occasions, staff miss opportunities that encourage young children to think and develop their language skills further.
- Staff do not always seek detailed initial information from parents about children's starting points on entry, in order to obtain a more precise picture of their all round learning and development.

What the setting needs to do to improve further

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

- strengthen practice in teaching children about mathematics by further developing opportunities for them to count and learn about shape throughout their everyday play
- extend opportunities for young children to think and develop their language skills
- increase the information gained from parents when children first attend to provide staff with a clearer picture of children's starting points and help them to plan their progress more effectively from the start.

Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

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

Staff know children well and use observations of them and knowledge of their interests to plan activities and experiences. Staff record observations of children and share their next steps in learning with parents. This ensures a consistent approach to learning is followed at home and in the setting. Children use their imaginations as they play. Staff provide children with opportunities to develop their physical skills. However, older children have fewer opportunities to develop their mathematical skills during everyday activities. Staff do not encourage children enough to count or to learn about shape as they participate in everyday activities. Staff engage in discussion and model language during their activities. However, on occasions, staff do not ask children questions, which encourage young children to think and develop their language skills further. Despite this, children make good progress in their learning and parents comment that their children enjoy attending the setting.

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

Children are happy and busy as they confidently take part in daily activities. Staff have established trusting relationships with parents and a two-way flow of information keeps them up to date about their children's routines and activities. Staff are very flexible when children start in the setting. This helps children to settle quickly and supports their emotional well-being. However, staff do not always seek detailed information about children's prior learning when they first start to enable them to plan precise next steps to support their all round development from the outset. Children's good health is supported because snacks are varied and nutritious. There are many opportunities throughout the day where children are encouraged to engage in physical activity. This contributes towards children developing a good understanding of the importance of physical exercise. Children are also learning to take care of their own well-being effectively. Staff have high expectations and encourage children to independently manage age-appropriate tasks. They praise them for their efforts. Staff have established good relationships with local primary schools, which ensures children are well supported and prepared for the next stage in their learning.

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

The manager and staff team monitor the progress of children closely through effective tracking that identifies any gaps in their learning. The manager works within the room and supports staff well to reflect on their practice and develop the provision for children. The staff team work well together, which helps to keep the turnover of staff low. Staff are well qualified and are encouraged to undertake regular training to update their skills and knowledge. This helps the manager and staff team to have a good understanding of the requirements of the Early Years Foundation Stage. Staff effectively implement policies, procedures and risk assessments to enable children to play in a safe and well-managed environment.

Setting details

Unique reference number	400086
Local authority	North Yorkshire
Inspection number	872171
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	19
Number of children on roll	35
Name of provider	Diane Pearson
Date of previous inspection	11 July 2011
Telephone number	01943 461161

Chapter One Childcare was registered in 1998. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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