

Cottingley Children's Centre Daycare

Cottingley Drive, Cottingley, Leeds, West Yorkshire, LS11 0JP



Inspection date

Previous inspection date

30 July 2015

17 October 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

- Managers and staff have a good understanding of their responsibilities to keep children safe. Child protection and first-aid training are regularly updated. Staff know the procedures to follow if they have any concerns about a child.
- The well-qualified staff team provide a wide range of activities that promote children's learning effectively. Children are highly motivated, confident and enthusiastic learners who are keen to explore and investigate. This helps them to develop the skills they need for their future learning, including when they move to pre-school nursery
- Children are happy and secure in the nursery and build strong relationships with their key person.
- Staff share information about children's learning with parents, including completing a progress check for children aged between two and three years. They encourage parents and carers to share examples of children's learning at home to ensure there is consistency.
- Managers and staff build excellent relationships with parents and other early years providers. Parents are very positive about the nursery. They appreciate and value the information and support they receive in helping their children to learn.

It is not yet outstanding because:

- Managers do not analyse the information they collect on children's achievements sharply enough to be sure that different groups are making equally rapid progress.
- Occasionally, staff miss opportunities to extend babies' language skills.

What the setting needs to do to improve further

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

- enhance the monitoring of groups of children to ensure they are all making rapid progress
- strengthen the teaching of communication and language in the baby room so that babies make rapid progress.

Inspection activities

- The inspector viewed all areas accessed by 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 spoke to the manager and assistant manager at appropriate times throughout the inspection.
- 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 parents to take account of their views.

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 promote older children's communication and language development very well. They model effective speaking and listening skills and encourage children to do the same. Staff expand children's vocabulary by introducing new words that relate to their play. Staff work closely with the special educational needs coordinator and outside agencies to plan a range of adult-led activities to support children who need additional support. However, these strategies are not yet fully established in the baby room and this means that staff occasionally miss opportunities to extend babies' speaking so that they make rapid progress in their communication and language skills. Staff in the baby room support babies' physical development through very good use of resources and a variety of activities. Staff effectively maintain older children's attention during stories by holding the book close to them and asking them questions about the characters. They introduce mathematical language to children through everyday activities, songs and rhymes.

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

Staff work closely with parents to gather a wide range of information before children start and when they are moving rooms. They carefully use this to tailor the settling-in process to ensure that children's emotional well-being is always supported. The indoor and outdoor environments are stimulating, well resourced and welcoming to children and their families. Staff support children's understanding of the world very well. They provide a wide variety of resources and activities to teach children about similarities and differences between people in society. This helps all children to feel valued and they demonstrate a strong sense of belonging in the nursery. Children are developing very good social skills, they play cooperatively with each other and behave very well. Staff use a variety of different opportunities to support children's understanding of a healthy lifestyle. They sensitively remind children to wash their hands and provide them with healthy and nutritious meals and snacks.

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

The staff and management team have a good understanding of the Early Years Foundation Stage. Self-evaluation is used to evaluate the provision and identify areas for improvement. This means that they are always looking for ways to develop and improve. All recommendations raised at the previous inspection have been addressed. Staff receive regular and effective supervision to develop their practice. Training is targeted and precise to meet the needs of children. Staff evaluate training they have attended and share good practice, which benefits all children they are working with. Managers regularly evaluate older children's learning and development to ensure that they are making rapid progress. However, this requires further development in the baby room to ensure babies' achievements are raised to the highest possible level.

Setting details

Unique reference number	512404
Local authority	Leeds
Inspection number	869445
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	57
Name of provider	Leeds City Council
Date of previous inspection	17 October 2011
Telephone number	0113 2771472

Cottingley Children's Centre Daycare was registered in 1992. The children's centre opens from 8.00am to 6pm, Monday to Friday. It employs 16 members of staff. Of these, 11 hold appropriate early years qualifications at level 3. Two members of staff hold appropriate early years qualifications at level 2. The children's centre employs one member of staff who is a qualified teacher. It provides funded early education for two-year-old children.

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