

# Middleton Children's Centre Daycare Under 3's

Laurel Bank Site, 100 Middleton Park Avenue, Leeds, LS10 4HY



## Inspection date

7 August 2015

Previous inspection date

21 March 2012

<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

- Staff are friendly and caring. They develop strong relationships with children through a well-organised key-person system. As a result, children are confident, happy and ready to learn.
- Teaching is good. Staff place a strong emphasis on teaching children key skills, such as language, social and physical skills. This prepares them well for future moves to school.
- Children have a wealth of stimulating resources available to them, in both the indoor and outdoor environment. They follow their own interests and use resources imaginatively to support their play.
- The setting employs staff who are experienced and qualified. This has a positive impact on the quality of staff interactions and therefore improves outcomes for children.
- Managers are committed and enthusiastic. They use self-evaluation well to identify weaknesses in practice and drive improvements. The views of staff, parents and other professionals are sought to ensure that planned developments are pertinent.
- Children are safeguarded well. Security is given high priority and staff have a clear understanding of how to protect children from abuse.

### It is not yet outstanding because:

- Staff do not make the most of their strong relationships with parents to gather information about children's learning and achievements at home.
- Some less experienced staff do not always identify and use opportunities to extend learning, and this has not yet been identified through the current system of supervision and professional development.

## What the setting needs to do to improve further

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

- seek more information from parents about children's achievements at home
- improve the system for supervising and developing staff practice, to ensure that areas for development in teaching are recognised and addressed.

### Inspection activities

- The inspector observed activities and spoke to the children and staff.
- The inspector looked at children's records, evidence of the suitability of staff and a sample of documentation, including policies and procedures.
- The inspector carried out a joint observation with the assistant manager.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day.

### Inspector

Susie Prince

## Inspection findings

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

Children engage in purposeful learning experiences that are well matched to their individual needs. Therefore, children make good progress in their learning and development. The environment is organised exceptionally well to promote children's independence, curiosity and ability to explore. Children develop positive relationships with others and learn to take turns through sensitive guidance from staff. They experiment with colour and handle tools safely, as staff provide a variety of equipment for them to explore. Staff promote children's communication and language skills well by modelling conversation and repeating key phrases. They skilfully ask children questions to stimulate their thinking and encourage them to voice their ideas. Parents are kept well informed of children's progress through discussions and opportunities to share learning journals. However, staff do not gather enough information about children's learning at home to complement and enhance their good teaching.

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

Staff place a strong emphasis on supporting children's emotional well-being. They get to know children well and implement effective procedures to help them to settle in quickly. Links with other settings are well established and promote continuity of children's care and learning. Children benefit from unrestricted access to a large outdoor area, where they have a wealth of opportunity to explore and be physically active. Children are provided with healthy meals and snacks and follow good hygiene routines. This promotes their good health. Staff enhance children's imaginative skills by playfully engaging with them and introducing storylines into their play. Children are independent and self-assured. This is because staff successfully support them to do things for themselves and solve simple problems. The daily routine is planned well to avoid disruptions to children's play. Therefore, children develop ideas and follow their own interests, as they explore at their own pace.

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

Parents feel welcome and compliment the approachability of staff. They receive a wealth of information about events in the setting and are regularly invited to stay with their child to play. Managers have a secure knowledge and understanding of the Early Years Foundation Stage requirements and implement policies to support their good practice. They monitor the delivery of educational programmes well through staff meetings and evaluation procedures. Managers use staff supervisions well to monitor children's progress and adapt teaching to meet individual children's needs. They complete staff appraisals to support the identification of general training needs. However, the programme of staff supervision is not yet sufficiently focused on improving teaching skills to have identified the current areas for development in staff interactions with children.

## Setting details

<b>Unique reference number</b>	512410
<b>Local authority</b>	Leeds
<b>Inspection number</b>	869447
<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>	54
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	21 March 2012
<b>Telephone number</b>	0113 2714706

Middleton Children's Centre Daycare Under 3's was registered in 2011. The setting employs 16 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status in early years. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

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