

Bramley Children's Centre Daycare



Fairfield Street, Fairfield Estate, Leeds, West Yorkshire, LS13 3DT

Inspection date 18 August 2015
Previous inspection date 29 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

- Staff provide a good range of activities that are planned around children's interests. As a result, children are motivated to learn and make good progress in readiness for school.
- High priority is given to forging good partnerships with parents. Settling-in practices are very flexible. This means families build trusting relationships with staff, which benefits each child's ongoing care, well-being, learning and development.
- Children are safe in the setting. Staff know what to do if they have concerns about a child's welfare. Risk assessments are undertaken to reduce hazards, and health and safety policies and procedures are evident in practice.
- Robust systems are in place for safe recruitment of staff. All staff have been checked for suitability and new staff have a high-quality induction.
- Managers are committed to developing the service. Ongoing self-evaluation includes the views of staff, parents and children. Priorities for improvement are identified and the outcomes for children and their families are continually enhanced.

It is not yet outstanding because:

- Sometimes, opportunities to further extend children's communication and language development are not optimised.
- The system for mentoring less-experienced members of staff is not fully developed to support the sharing of high-quality teaching practice.

What the setting needs to do to improve further

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

- build on opportunities for children to develop their communication and language skills in all aspects of the provision so that they consistently make good progress
- extend the existing system of professional development to build on the modelling of good practice between colleagues.

Inspection activities

- The inspector toured the premises and observed children and staff in the playrooms and the outdoor area.
- The inspector completed a joint observation with the deputy manager and assessed the quality of teaching.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the management team.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Sian Campbell

Inspection findings

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

The quality of teaching throughout the nursery is good. Staff carry out regular observations of the children during play, to assess their skills and to identify their current interests. Staff ensure this information is shared with parents, along with how children can be best supported through their learning at home. They also work closely with outside agencies to support children with special educational needs and/or disabilities. Staff are skilled in supporting children who speak English as an additional language. They work with parents to learn key words and phrases to support children's understanding of English. All children access a very good range of resources. Staff play alongside children and take opportunities to ask relevant questions. However, occasionally, children are not given enough opportunities to develop their communication skills during activities, in order for them to develop this aspect of learning to the highest level. Children are confident with their physical abilities. They have a wide range of activities that provide challenges for them in the well-resourced outdoor area. This helps to promote children's physical well-being.

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

Staff have good relationships with children. They use settling-in visits and regular discussions with parents to find out about children's individual care needs. Staff skilfully incorporate children's individual routines into the nursery day. This provides continuity for children, which means they are happy, settled and feel safe in the care of staff. Staff give high priority to preparing older children emotionally for their move to school. They invite teachers to the nursery to meet children before they move in to their care, which starts to build up relationships. Children enjoy nutritious meals and snacks and follow good hygiene routines. Staff provide a safe and clean environment for children to play. Children practise good hygiene routines so that they develop good self-care skills. They play cooperatively with their friends; they listen to others, share and take turns.

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

The qualified leadership team members are dedicated to their roles. Managers have a secure understanding of the requirements of the Early Years Foundation Stage. They successfully monitor the overall progress of all children to ensure any gaps in their development are addressed promptly. Staff supervision and appraisals are well embedded and are a regular process in the setting. However, the system for mentoring staff is not fully embedded, meaning that staff do not always model their good practice to less-experienced colleagues. There is a very strong focus on continuous improvement and all staff are involved in reflecting on, and evaluating, the provision. Parents express very positive comments about the nursery, showing they are very pleased with the service they receive.

Setting details

Unique reference number	EY267790
Local authority	Leeds
Inspection number	860702
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	130
Name of provider	Leeds City Council
Date of previous inspection	29 March 2012
Telephone number	0113 2566 354

Bramley Children's Centre Daycare was registered in 2003 and is based in Bramley, Leeds. It employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. In addition, one member of staff holds a qualification at level 6, one holds Early Years Professional status and the centre employs one Qualified Teacher. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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