

# Hawksworth Wood Children's Centre Daycare



Broadway Building, Hawksworth Wood Primary School, Broadway, Kirkstall, Leeds,  
West Yorkshire, LS5 3PS

**Inspection date** 27 August 2015  
Previous inspection date 27 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

- Leadership and management are strong. All staff are well qualified and work together as a cohesive team. They make good use of self-evaluation and ongoing training to continually look at ways in which the nursery can improve and continue to provide the best care and education for all the children.
- Safeguarding procedures are robust and children's safety is at the heart of everything all staff do. Staff are all trained and they know the signs and symptoms of abuse and who to seek support from should they have a concern about a child's welfare.
- Children follow good hygiene practices. They benefit from healthy snacks and meals which promote their physical health and well-being from an early age.
- Partnerships with other professionals are good and children receive additional support as needed. Staff contribute to this support and help boost children's confidence and self-esteem. This means that all children are well prepared to move on to the next stage of their learning.
- Children independently access a wide range of resources, both inside and outside, that reflect the seven areas of learning. Rooms are planned well to promote high levels of motivation, exploration and allow children to follow their interests.

### It is not yet outstanding because:

- On occasions, staff miss opportunities to promote mathematics and extend problem-solving skills.
- On occasions, staff do not use assessments of children's development as effectively as possible.

## What the setting needs to do to improve further

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

- make the most of opportunities to build on children's mathematical knowledge and further develop their problem solving skills
- use assessments of children's learning more effectively to plan activities that are more precisely matched to children's individual ages and stage of development.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She also held meetings with the management team.
- The inspector completed a joint observation with the Early Years Teacher.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare and discussed self-evaluation.

### Inspector

Amanda Forrest

## Inspection findings

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

Children are making good progress as they reach, and in some cases exceed, typical levels of development for their age. Staff focus their good quality teaching on developing children's communication, language, personal and social skills. Staff are very aware of what children need to learn and develop in order to be ready for the next stage in their learning, including the move on to school. However, on some occasions not all staff use their assessments of children's progress well enough to make sure that planned activities precisely match children's different ages and abilities. Consequently, opportunities to build on and extend children's learning during planned activities are sometimes missed. Staff promote children's speaking and listening skills well. They consistently model language, repeat words and ask questions to children to extend their learning. Children are curious and confident explorers, both in the indoors and outdoor environment. Staff encourage children to learn about colour, shape and patterns when they are playing outside. However, they do not exploit opportunities for the older children to count and recognise numbers during everyday activities and when solving problems. Parents are regularly invited to discuss children's learning at home and staff share children's learning journal with them to ensure that they are fully involved.

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

The nursery is proactive in building strong partnerships with other professionals so they can jointly offer support to families as a whole. Parents describe the nursery as having a family atmosphere. Children thoroughly enjoy exploring the exciting environment every day which has an abundance of learning opportunities. Children develop physical skills as they use large-play equipment in the outdoor area. Excellent arrangements for transition ensure that children are exceptionally well prepared as they join the nursery, move rooms and eventually move on to school. Babies are extremely well cared for by sensitive and attentive staff. Children flourish as they become independent and learn valuable social skills, such as sharing and consideration for others. Staff praise children's efforts which gives them a sense of achievement and enhances their self-esteem. Children's health and well-being is further enhanced by the staff and the input of health professionals, who teach them about the importance of staying healthy.

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

The manager is dedicated and has a secure knowledge of the Early Years Foundation Stage. Together with her enthusiastic deputies, they have built a capable and strong staff team. Systems to monitor teaching and its impact on children's learning are well established and implemented effectively. These include supervision, appraisals and good role modelling. In addition, staff are encouraged to increase their skills through training which has a direct impact on raising the quality of teaching. Clear procedures for induction help to ensure that staff are confident in their roles and understand their responsibilities.

## Setting details

<b>Unique reference number</b>	EY313604
<b>Local authority</b>	Leeds
<b>Inspection number</b>	856749
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	131
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	27 March 2012
<b>Telephone number</b>	0113 2590173

Hawksworth Wood Children's Centre Daycare was registered in 2005. It is one of a number of provisions run by Leeds City Council and situated within the grounds of Hawksworth Primary School in Leeds. The nursery is open each weekday from 8am to 6pm throughout the year, except for bank holidays and training days. The nursery employs 27 members of staff. Of these, 14 hold early years qualifications to level 3, six have Early Years Degrees and one holds Qualified Teacher Status. The nursery provides funded education for two-, three- and four-year-olds.

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