

Amazing Grace Early Years Childcare

Living Hope Church, Saxton Lane, Leeds, LS9 8HE



Inspection date

10 December 2015

Previous inspection date

7 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff work hard to provide a bright, welcoming, stimulating environment. Children are keen learners, who are constantly motivated to explore, persist and develop their own ideas.
- Staff demonstrate a good understanding of how young children learn and teaching is good.
- The wide range of attractive, descriptive displays provides a wealth of information for parents about what and how their children are learning.
- The skilful questioning and staff's perceptive listening, imaginatively support children to extend their thinking and develop their communication and language skills.
- Staff are excellent role models. They consistently promote children's good behaviour, are calm, give clear guidance and have high expectations. This helps all children to behave extremely well.
- The strong, inclusive ethos of the nursery helps to ensure that the active promotion of equality and diversity, tolerance and respect, underpins daily practice.

It is not yet outstanding because:

- Staff supervision and monitoring systems are in place. However, sometimes these systems lack focus on raising the quality of teaching to an even higher level.
- The good systems for monitoring individual children's progress do not clearly show achievement and gaps in learning for different groups of children.

What the setting needs to do to improve further

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

- strengthen the existing staff supervision and monitoring systems, to place a sharp focus on raising the quality of the already good teaching to the highest possible level
- develop the good monitoring of children's progress already in place, so that gaps in achievement between different groups of children can be identified more clearly and appropriate programmes of support even more effectively targeted.

Inspection activities

- The inspector undertook a tour of the premises.
- The inspector spoke to members of staff, parents and children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- 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.
- The inspector held a meeting with the nursery manager.

Inspector

Mary Lewis

Inspection findings

Effectiveness of the leadership and management is good

The manager effectively communicates her high expectations to staff. She supports the staff team to work very well together to constantly evaluate and improve their practice and provision. Staff reflect critically on, and support each other's practice through, carefully targeted peer observations. Additional funding is thoughtfully used to accelerate and improve outcomes for groups of children at risk of delay. For example, plans are in place to provide training on meeting the needs of children who speak English as an additional language. The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities in keeping children safe from harm.

Quality of teaching, learning and assessment is good

Staff use regular and precise assessment to carefully monitor children's progress and plan challenging experiences and activities which meet individual next steps in learning. The outside area, created since the last inspection, provides children with opportunities to develop their physical skills, such as, running, climbing, riding bicycles and throwing balls. Children with different home languages, share and communicate their pleasure in jumping in puddles together, through facial expression and laughter. Mathematics and literacy are thoughtfully interwoven into play activities. For example, children explore shapes and learn about writing being used for a purpose, as they post different shaped envelopes in the Christmas postbox. They enthusiastically count how many more pictures they need to complete their lotto board. Children work creatively as they learn to use scissors safely, cutting up wrapping paper for a collage. The animated, expressive singing of staff and the expert use of props, help to motivate babies and toddlers to become enthusiastically involved in action songs and rhymes.

Personal development, behaviour and welfare are good

The key-person system is used well to develop good relationships with parents so information is shared effectively about children's interests, needs and development. Children develop strong emotional bonds with their key person and other staff so they feel safe and secure and develop good levels of self-confidence and self-esteem. The importance of healthy eating and brushing teeth is sensitively introduced and discussed during play activities. High priority is given to ensuring that children are emotionally well prepared for the next stage in their learning. Carefully planned systems are in place to support children to settle into nursery, move to the next room and into school.

Outcomes for children are good

Children make good progress from their starting points and most are working within the expected range typical for their age. Any gaps in attainment for those children who speak English as an additional language and those for whom the setting receives additional funding, are closing. All children are acquiring the key skills needed for their future learning and for school.

Setting details

Unique reference number	EY412821
Local authority	Leeds
Inspection number	1028215
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	55
Number of children on roll	48
Name of provider	Omotoyosi Abake Ilori
Date of previous inspection	7 February 2013
Telephone number	0113 234 5155

Amazing Grace Early Years Childcare was registered in 2010. It is a privately owned nursery. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, six staff hold qualifications at level 3 and two staff hold qualifications at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who speak English as an additional language.

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