

Two Willows Children's Centre Daycare

Cardinal Square, Beeston, Leeds, West Yorkshire, LS11 8HS



Inspection date	29 September 2016
Previous inspection date	27 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- A highly effective key-person system is in place to support children's emotional well-being. Staff are positive role models and children have formed strong attachments to their key person. Children often invite staff to join them in their play and share their accomplishments with them. Children's behaviour is good.
- Staff treat each child and their family with respect and value their individualities. Good daily handovers and regular summary reports help to keep parents informed about their children's progress. Additionally, staff provide parents with activities to do with their children at home, to help continue their learning.
- Resources are high-quality and are used effectively to help support children's understanding of the natural world. Children benefit from good outdoor learning opportunities and engaging with the natural environment.
- Children are developing good communication skills. In particular, children who speak English as an additional language are very well supported and make good progress.
- Children are helped to appreciate the beliefs of others as they take part in activities to mark cultural celebrations. These shared celebrations help all children feel valued.

It is not yet outstanding because:

- At times, the good information gained from assessment is not used effectively to sharpen the focus of plans for individual children's next steps in learning.
- The supervision sessions for staff do not focus precisely on enhancing the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- make better use of the good information gained from assessment, to plan children's next steps in learning even more precisely
- build on the existing systems of staff supervision sessions and promote the quality of teaching to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations of practice in the pre-school and baby room.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the self-evaluation record and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

Good systems for self-evaluation show the management team is dedicated and has high expectations for the nursery. There is a good team ethos which creates a pleasant place for children to learn and play in. Senior managers work with the manager to, generally, monitor and review children's overall progress well, including those from different groups. This means gaps in children's learning are identified and any further support needed is sought. Additional funding is used effectively to close any gaps and help children make at least good progress from their starting points. Staff are well qualified. They have undertaken a range of training courses to extend their knowledge and develop their practice. This has had a positive impact on children's learning. The arrangements for safeguarding are effective. Clear policies and procedures are in place and adhered to by staff. Managers and staff have a good understanding of the procedures to follow if they have any concerns about a child's welfare. The manager is aware of when incidents should be reported to Ofsted. All staff implement robust risk assessments. They follow effective measures to ensure that the premises are clean and comply with all health and safety requirements.

Quality of teaching, learning and assessment is good

Children are inquisitive and become confident learners. Staff are responsive to children's ideas. They provide plenty of sensory and natural materials, encouraging children to experiment and investigate using all their senses. Staff sensitively support children's developing language skills. Children enjoy joining in with action rhymes, talk about items linked to letter sounds and repeat words staff say during conversations. Staff get to know children well. Overall, they use observations of children's learning well to carefully tailor activities to meet their individual needs. Staff successfully support children who have special educational needs or disability and those who speak English as an additional language. Effective one-to-one support is put in place for children in receipt of the early years pupil premium.

Personal development, behaviour and welfare are good

All staff are patient and nurturing. Staff visit children in their home before they start and gather a wealth of information to help plan for children's interests. Parents are invited to stay with children on their first day. This helps children to feel comfortable and settle well. The indoor and outdoor environments are stimulating and very well set out. Children access the toys and activities easily so they can make their own choices. Healthy lifestyles are promoted well. Children are learning to be independent as they choose from a range of healthy snacks and drinks. Children enjoy lots of fresh air and exercise in the inviting outdoor area.

Outcomes for children are good

All children are developing positive attitudes and enjoy learning. Children listen attentively and follow instructions well. Older children effectively develop the skills they need for starting school. They count and carry out simple calculations. They learn to identify and write the letters in their name and take pleasure in choosing their favourite books.

Setting details

Unique reference number	512405
Local authority	Leeds
Inspection number	1074007
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 - 4
Total number of places	70
Number of children on roll	111
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Date of previous inspection	27 November 2014
Telephone number	0113 2706166

Two Willows Children's Centre Daycare was registered in 1991. The setting employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including two with relevant childcare degrees. The nursery is open from Monday to Friday throughout the year, from 8am to 6pm, excluding bank holidays. The centre receives funding for the provision of early education for two-, three- and four-year-old children. It supports children with special educational needs or disability and children who speak English as an additional language.

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