

# Children's Place Heaton

83 Leylands Lane, Heaton, Bradford, BD9 5PZ



## Inspection date

8 November 2016

Previous inspection date

4 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are confident and motivated to learn. They actively involve themselves in activities and play opportunities. Children are challenged and staff deploy themselves well to support their learning. Children explore the stimulating and well-resourced areas with enthusiasm and are developing a good attitude to learning.
- Staff are coached and mentored by a strong management team. Clear priorities to support individual staff's professional development are in place. Staff feel exceptionally well supported by their colleagues and the management.
- The relationships between staff and children are very strong. Children feel safe and secure. Staff know each child and their family very well. They meet their individual needs and ensure children's well-being is promoted.
- All staff have a clear passion to continually improve their practice and the setting. Since the last inspection, staff have reflected on their practice and there are clear priorities for development always in place to drive continuous improvement. In addition, staff are well aware of their responsibilities to monitor children's progress.
- Children are developing good communication and language skills. Staff introduce new words to children and explain their meaning. In addition, constant conversations between children and staff encourage children to listen and speak.

### It is not yet outstanding because:

- Assessment of children's progress is not yet precise enough to support children to make the best possible progress in their learning and development.
- Staff do not always communicate with parents fully in order to share children's learning and how this can be complemented at home.

## What the setting needs to do to improve further

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

- strengthen the assessment of children's progress to support children to reach the highest level of attainment across all areas of learning
- enhance communication with parents and share more precise information so parents can further complement children's learning at home.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- One inspector completed a joint observation with the deputy manager.
- The inspectors held meetings and discussions with the setting manager and spoke to staff and children throughout the inspection.
- The inspectors looked at relevant documentation, such as the setting's self-evaluation documents, policies, procedures, children's development files and evidence of the suitability of staff working in the setting.
- The inspectors spoke to a small group of parents during the inspection and took account of their views.

### Inspector

Laura Hoyland & Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff fully understand their roles and responsibilities to protect children in their care. Staff are proactive in accessing safeguarding training and refresh their knowledge continually. The management team implements robust procedures when recruiting new staff. Staff are vetted and checked to ensure they are suitable to work with children. In addition, the premises are safe and secure. Staff ensure children are safe and well supervised as they play. All staff have a good attitude to developing themselves professionally. The team is well qualified and a wide range of training courses is attended by staff. The manager leads the staff team well. She supports staff through regular supervision meetings and uses these meetings to discuss individual children's needs and progress. The manager monitors children's learning and development on a termly basis and any areas of concern are promptly dealt with.

### Quality of teaching, learning and assessment is good

Staff know children very well. They get to know each child's family and gather a wealth of information about children when they start. Staff observe children as they play and know their interests and stages of development. Overall, staff monitor what children know and can do, using this information to plan for their next steps in learning. This helps all children make good progress. Staff follow children's interests and ensure a wide range of activities is offered both indoors and outdoors. Children thoroughly enjoy playing outside. The mass of natural materials, such as leaves and logs, enables children to explore and learn about the natural environment. For example, children use the adventure packs staff have created which consist of torches, magnifying glasses and tweezers. Children hunt for worms and staff extend children's learning by using mathematical words and concepts to teach children about size. Staff skilfully question children and encourage their thinking skills. They give children time to think about the answers to questions and to try and solve problems themselves. Staff consistently demonstrate good quality teaching.

### Personal development, behaviour and welfare are good

Staff give clear instructions and support children to learn the behaviour expected of them. Children listen to staff and all children behave well. Children are learning how to stay safe. For example, staff explain to children why they should not climb on chairs. Children have created good relationships with each other as well as having very strong bonds and attachments with staff. Staff follow children's individual routines and understand their medical and dietary needs. Where children have special educational needs, these are managed well. Staff ensure they work with parents to fully understand how they can support children. In addition, the management team and staff work closely with other professionals to source support and advice to ensure children's needs are always met.

### Outcomes for children are good

Children are prepared well for school and future learning. They are respectful, listen well and follow instructions given by staff. Children are inquisitive, enjoy learning and actively engage in activities. Furthermore, children are developing good independence skills and ability to manage their own personal hygiene.

## Setting details

<b>Unique reference number</b>	EY452943
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1027915
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	The Children's Place Ltd
<b>Registered person unique reference number</b>	RP520747
<b>Date of previous inspection</b>	4 April 2013
<b>Telephone number</b>	01274921319

Children's Place Heaton was registered in 2012. The setting employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs.

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