

# Faith Together in Leeds

# 11

Faith Together in Leeds 11, The Building Blocks Centre, Maud Avenue, LEEDS, LS11 7DD

<b>Inspection date</b>	10 January 2017
Previous inspection date	16 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:	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

- Effective self-evaluation contributes towards staff continually improving the good service for children and their families.
- Children's communication and language development are supported effectively. Staff engage in constant discussion, introduce new vocabulary and model language during their activities. Children make good progress in their learning.
- Children show good control and coordination as they move confidently in the outdoor area and handle equipment and resources effectively. For example, children enjoy taking part in action songs and are provided with a range of physical apparatus.
- Staff have developed good relationships with local primary schools. This helps to ensure they work in partnership and share relevant information to support children with their future moves.
- Staff are deployed well and provide clear guidance for children about what is acceptable behaviour. They act as good role models, promoting the use of good manners and reminding children to share and take turns during their play.

### It is not yet outstanding because:

- Strategies currently in place to drive the quality of staff practice and teaching to a higher level are not yet fully effective.
- Staff do not fully use the information from observations and assessments of children as well as possible to plan even more precisely for their future learning.

## What the setting needs to do to improve further

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

- develop the methods used to evaluate staff performance and drive the quality of teaching in the nursery to a higher level
- consider ways to maximise the use of observations and assessments so that the planning for children's future learning is extremely sharply focused.

### Inspection activities

- The inspector viewed all areas of the premises used by children and observed activities for all age groups in all playrooms.
- The inspector engaged in discussions with the staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the self-evaluation and the impact this has on the setting.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust safeguarding procedures are in place that are understood by all staff. Room leaders monitor accidents and incidents. They then take swift action to make changes to the environment if risks present themselves. Risk assessments are thorough, which contributes towards children being cared for in a safe environment. An established system of supervision helps to ensure staff are valued and supported, overall. Staff support children who have special educational needs or disabilities well. They liaise with parents and other agencies involved with children. This helps them to provide strategies which best support children's needs. Parents spoken to on the day are very happy with the care of children and how the nursery supports the individual needs of each family.

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

Children are engaged while taking part in group activities. For example, pre-school room children take an active part while reading a story together. This helps children develop skills to listen and to take turns. Well-qualified staff make good use of challenging questioning to encourage children to be active learners who think critically. They encourage the use of colour and number through everyday activities. This helps to develop children's mathematical skills. Good strategies are in place to engage parents in their children's learning, including discussions about what children do at home.

### Personal development, behaviour and welfare are good

Children form good relationships with caring staff in this friendly nursery. There is an effective key-person system in place and staff take the time to get to know children well. This supports children's emotional development. There is a good range of age-appropriate resources for children to choose from in each room in the nursery. For example, in the baby room there is mostly floor play available with low-level surfaces to support babies to develop their physical skills. Staff know how to promote children's health and well-being. For example, they provide a range of healthy food for children and talk about being healthy. Children in the pre-school room learn to use the toilet and wash their hands independently. This contributes towards them learning independence skills to help meet their own physical needs.

### Outcomes for children are good

All children, including children who have special educational needs or disabilities and those who speak English as an additional language, make good progress in their learning and development. Children have a sense of belonging and feel self-assured. Their own work and photographs are displayed around the nursery, which helps them to feel emotionally secure. Children form good relationships with staff and their peers. They enjoy choosing their own resources and leading their own play. Children are motivated to learn and are acquiring the dispositions and skills they need for school.

## Setting details

<b>Unique reference number</b>	EY273298
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1064499
<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>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Faith Together In Leeds 11
<b>Registered person unique reference number</b>	RP521820
<b>Date of previous inspection</b>	16 April 2013
<b>Telephone number</b>	0113 270 8088

Faith Together in Leeds 11 was registered in 2003. The nursery employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, apart from two weeks at Christmas and on bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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