

D & D Childcare Services Limited

Carr Manor Primary School, Carr Manor Road, LEEDS, LS17 5DJ



Inspection date

9 February 2017

Previous inspection date

20 March 2013

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

- The recently appointed manager and her deputy are highly qualified and passionate about helping children reach their full potential. They have a clear view of quality and work with their well-qualified staff team to help all children progress well.
- Teaching is good. Staff know how children learn and develop. They plan activities and experiences which promote all seven areas of learning. Staff help children to learn what they need to next and all children make good progress.
- Staff act as good role models and have high expectations of all children. They show children how to treat others with respect and consideration. Behaviour is very good.
- Staff ensure that parents know what they can do to promote learning at home. Parents are also encouraged to share children's achievements at home so that staff can celebrate and build on them in the setting.
- The learning environment is well organised and children are encouraged to use resources imaginatively. Children's work is presented in colourful displays. This helps them to feel valued and to feel a sense of ownership of the setting.
- There are good systems in place for the safe recruitment of staff.

It is not yet outstanding because:

- Opportunities for continued professional development are not yet sufficiently focused on improving outcomes for children.
- Although parents feel very well informed about children's progress and attainment, they feel less well informed when there are changes made to the organisation of the setting.

What the setting needs to do to improve further

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

- seek and undertake continued professional development opportunities that are closely linked to improving outcomes for children
- strengthen information sharing with parents about changes to the organisation of the setting and enable them to support their children.

Inspection activities

- The inspector took a tour of the setting.
- 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 with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff help children to keep themselves safe, recognise dangers and begin to assess risks for themselves. This helps children to develop awareness and independence. Staff are well deployed and children are closely supervised as they play, inside and outdoors. Health and safety policies and procedures are robust. Staff know the signs of abuse and are quick to act if they have concerns about a child's welfare or development. Children's progress is tracked to highlight any gaps in their learning, or specific needs. These are met through focused teaching and by engaging additional support when needed. Positive partnerships with schools, other settings and professionals help to ensure that children's needs are met. The views of parents and children are gathered to ensure that improvement planning is focused on family needs. Parents value the setting highly and feel that staff know their children very well.

Quality of teaching, learning and assessment is good

Staff use regular observations to assess children's progress, attainment and needs. They follow children's lead in a flexible and responsive way. Staff alter their practice and the environment in response to children's changing interests. For example, staff plan a series of activities built around children's knowledge of pirates. Children create their own treasure maps and plan to use them outside to search for pirate treasure. Staff promote mathematical language and understanding very well. They encourage children to count, recognise shapes, compare sizes and weights and use positional language. Staff use descriptive language and help to extend children's growing vocabularies. They encourage children to explain their thinking and share their ideas. This helps children to communicate well.

Personal development, behaviour and welfare are good

Children and parents are warmly welcomed into the setting. Staff encourage children to make choices from a range of good quality resources and lead their own learning. Parents share information about children when they start. This helps staff provide for children's interests and care needs, and supports children to settle quickly. Children are well supported to develop independence. They are keen to help with tasks in the setting and confidently serve themselves at lunchtime. Meals and snacks are nutritious and balanced. Staff make the most of mealtimes to help children develop social skills. They sit and eat with children, encouraging them to take turns in conversations. Children manage their own hygiene and take regular exercise. They enthusiastically join in with action rhymes. Afterwards, children feel their hearts beating and begin to understand their bodies.

Outcomes for children are good

All children make at least good progress from their starting points. Children who speak English as an additional language and those who start in the setting with below expected levels of development make rapid progress. Funding is used wisely to improve outcomes for children. Children develop strong friendships and learn to celebrate and embrace similarities and differences. They learn skills and follow routines that help them cope well when they move on to school.

Setting details

Unique reference number	EY454724
Local authority	Leeds
Inspection number	1066413
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	30
Number of children on roll	15
Name of registered person	D & D Childcare Services Limited
Registered person unique reference number	RP532047
Date of previous inspection	20 March 2013
Telephone number	01133 368400

D & D Childcare Services Limited was registered in 2012, is privately owned and operates from Carr Manor Community School in Meanwood, Leeds. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager and deputy hold a foundation degree. The setting opens from 7.30am to 6pm, Monday to Friday all year round. It provides funded early education for three- and four-year-old children.

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