

# Armley Moor Children's Centre Daycare

95 Town Street, Armley, Leeds, West Yorkshire, LS12 3HD



**Inspection date** 10 February 2017  
Previous inspection date 1 May 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

- The recently appointed management team are experienced and knowledgeable early years practitioners, who are passionate about helping all children reach their full potential. They understand the needs of the local community and offer parents support, help and direction to services to meet their family needs.
- Teaching is very good. Staff understand how children learn and develop. They get to know children extremely well and use a range of teaching strategies to meet their unique learning styles and needs. This helps all children to progress well.
- Staff are well qualified and committed to accessing the many opportunities they have for continued professional development. The children's centre qualified teacher works closely with staff to help improve the quality of their teaching even further.
- Staff are highly sensitive to children's individual and changing needs. Children form strong bonds with them. They go to staff for reassurance, help and comfort when they need it. Staff consistently promote positive behaviour and children respond very well.
- Staff have extremely strong partnerships with parents and share detailed information with them about children's progress and attainment. High-quality resources are available for parents to borrow and help to promote learning at home.

### It is not yet outstanding because:

- Although staff are starting to assess the impact of changes to practice on outcomes for children, this is not yet fully embedded and being used to focus development planning.
- High-quality books are available in the reading area, however, children do not always have easy access to reading resources in the areas where they choose to play.

## What the setting needs to do to improve further

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

- strengthen the use of information gathered about the impact of changes to practice on outcomes for children to further improve development planning
- review the organisation of reading resources in order to ensure that children have easy access to them as they play and are able to spontaneously develop their interest in literacy.

### Inspection activities

- The inspector took a tour of the setting.
- The inspector observed the quality of teaching 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 setting manager and the children's centre manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of 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. Established systems are in place for the safer recruitment of staff. Health and safety policies are robust and evident in practice. Staff have a deep understanding of child protection procedures and are focused on ensuring children are safe at all times. They know the signs of abuse and act quickly if they have concerns about children's welfare or development. The setting is kept secure and risk assessments are used effectively to reduce hazards. Staff supervise children and remind them how to use tools and equipment with care. Strong partnerships with other professionals and agencies help to ensure that children's specific needs are met. Good communication with teachers helps children to be well supported as they move on to school.

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

Staff track the progress of individuals and groups of children. They use this information to assess the progress children are making and focus teaching to close gaps in children's learning. Staff plan a learning environment which is vibrant, engaging and interesting to children. Children excitedly enter the setting and quickly become engrossed in play with their peers. They show confidence as they select and use a range of resources and investigate different materials. For example, they fill and empty different sized vessels with sand and water. Older children carefully pour the materials and talk to staff about what they are doing. Younger children spend time in cosy spaces with staff who help them to explore a variety of sensory resources. Staff support communication and language well. They help children to be vocal and develop broad and rich vocabularies. Staff take every opportunity to help children learn about numbers, size, shape, capacity and position as they play. This helps children to develop confidence in mathematics.

### Personal development, behaviour and welfare are good

Children are very well supported when they start in the setting. Parents talk about how staff offer flexible options to ensure their children feel comfortable and settle quickly. Staff help children develop good social skills. At mealtimes staff eat with children and help them to engage in conversations about their experiences. Children show maturity as they carefully serve themselves, using utensils with good physical control. Children are well supported to take responsibility for their hygiene, get regular fresh air and exercise outdoors, and learn how to stay healthy. Meals are balanced and nutritious. Staff encourage children to make choices and lead their own learning. Children learn to understand the needs of others and celebrate similarities and differences.

### Outcomes for children are good

Children make at least good progress from their unique starting points. Children who have special educational needs and/or disabilities and those who speak English as an additional language make rapid progress. Funding is used wisely to improve outcomes for children. Children learn to think for themselves and ask and answer questions as they begin to make sense of the world around them. They are extremely well prepared with the skills they need to move on to school.

## Setting details

<b>Unique reference number</b>	EY317005
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1064802
<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>	80
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Leeds City Council
<b>Registered person unique reference number</b>	RP900804
<b>Date of previous inspection</b>	1 May 2013
<b>Telephone number</b>	01133782613

Armley Moor Children's Centre was registered in 2005. It is run by Leeds city council and operates from a purpose built setting within the Primary Health Care Trust buildings in Armley, Leeds. The setting employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and one member of staff holds early years professional status. The children's centre manager holds an Early Years Foundation Degree. The setting opens Monday to Friday from 8am to 6pm, all year round. The setting provides funded early education for two- and three-year-old children.

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