

Children's Corner (Farsley)

On site of Springbank Junior School, Wesley Street, Farsley, Pudsey, West Yorkshire, LS28 5LE



Inspection date

Previous inspection date

9 March 2017

20 May 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 well qualified and experienced manager is focused on providing the best quality of care and education for every child. She works closely with other senior staff in the company to plan improvements, and seeks the views of parents, children and staff as part of this process.
- Teaching is strong throughout the setting. Staff make the most of the inside and outside spaces. They ensure that children can develop skills across all seven areas of learning, wherever they choose to play. Staff help children develop confidence when faced with new challenges.
- Staff are excellent role models who have high expectations for all children. They sensitively support children, treat them with respect and teach them good manners. Children of all ages behave extremely well.
- Children are well supported when they start in the setting. Staff gather detailed information from parents to help them plan an appropriate environment for each child. Staff follow children's care routines and help them settle quickly.
- The manager is committed to meeting the needs of children and families. Staff work closely with other settings, schools, community groups and agencies, and have developed excellent partnership working.

It is not yet outstanding because:

- Although staff are assessing the progress of groups of children, this is not yet fully embedded and being used most effectively to help all children make the most rapid progress.
- Although staff are supported well, continued professional development is not yet focused closely enough on raising the quality of teaching to the highest level.

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 assessment information about groups of children to help them all make the best possible progress
- seek professional development opportunities to raise the quality of good teaching even further.

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 area managers. 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. Clear and robust policies and procedures are followed by all staff and are evident in their practice. Staff understand their duty to protect children from harm. They are able to talk about the different types of abuse and what they would do if they had a concern about a child's welfare or development. Safe recruitment systems are in place. Staff are deployed well and supervise children closely. Children's individual progress is closely monitored and used to highlight gaps in their learning, which are planned for. Staff swiftly seek additional help and work closely with parents to meet children's specific needs. Parents feel very well informed about children's progress and know how to support learning at home.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a very good understanding of how children learn and develop. They assess children's needs accurately and plan a range of activities and experiences which helps them learn what they need to next. Older children follow verbal instructions and make malleable material for them to use as part of their play. They use numbers and talk about amounts and colour as they mix and knead the dough. Children work together, taking turns to add ingredients. They are clearly very proud of their creation and explain what they are doing to staff as they pass by. Younger children are provided with a variety of sensory materials and objects. They select and explore a range of musical instruments. Babies create sounds using shaking and hitting actions. This helps to develop their physical control and an awareness of the effect of their actions. Staff promote language development well. They sit with children, engaging them in conversations and helping them to expand their growing vocabularies. Parents share information about learning at home. This is celebrated and used to build on children's learning in the setting.

Personal development, behaviour and welfare are good

Staff know children well and this helps children to form strong attachments with them. An effective key-person system strengthens this further and helps children feel safe, comfortable and ready to learn. Children demonstrate confidence as they explore their surroundings. The spaces are well organised and attractively presented with high-quality resources, toys and equipment. Children move freely between the inside and outside areas. Their health and well-being are supported well through positive hygiene routines, opportunities to be active and healthy meals. Children develop a love for nature as they learn about caring for living things. They are confident in different social situations and understand rules and routines. Children of all ages play cooperatively together.

Outcomes for children are good

Children make at least good progress across all areas of learning. Those who enter the setting with below expected levels of development are helped to make rapid progress. Funding is used wisely to improve outcomes for children. They have a positive disposition towards learning and successfully develop the skills they need to move on from the setting with confidence.

Setting details

Unique reference number	EY313806
Local authority	Leeds
Inspection number	1064773
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 - 10
Total number of places	70
Number of children on roll	193
Name of registered person	Children's Corner (Farsley) Limited
Registered person unique reference number	RP527906
Date of previous inspection	20 May 2013
Telephone number	0113 257 7868

The Children's Corner (Farsley) was registered in 2005, is privately owned and is situated in the grounds of Springbank Junior School in Pudsey, West Yorkshire. The setting employs 18 members of childcare staff. Of these, two hold an appropriate early years qualification at level 4, eight hold level 3, and three hold level 2. Two members of staff hold appropriate degree level qualifications. The manager holds early years professional status. The setting is open from 7.30am until 6pm, Monday to Friday, all year round. It provides funded early education for two-, three-, and four-year-old children.

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