

# Children's Corner (Headingley) Ltd

Shire View, 72 Headingley Lane, Headingley, Leeds, West Yorkshire, LS6 2DJ



## Inspection date

30 June 2017

Previous inspection date

19 January 2015

<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

- Staff provide an extremely warm and welcoming environment for children and their families. Children are very happy in the setting and have a close bond with staff.
- Communication between home and setting is very good. Management and staff provide parents with good-quality information about children's progress. They regularly invite parents to events to celebrate children's achievements.
- Children develop a very good understanding of diversity. The setting's charity work and close links with a nursery in Malawi helps to build children's understanding of the wider world effectively.
- Staff are good role models and promote an ethos of mutual respect. This is reflected in the children's very good behaviour and caring attitude towards one another.
- The leadership and management team places a high priority on children's safety. Thorough risk assessments are completed and reviewed regularly. They take appropriate actions to minimise hazards.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's vocabulary during play.
- Staff supervision meetings do not focus enough on reviewing the impact of teaching on children's learning to extend their learning and development even further.

## What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's vocabulary during play
- focus more precisely on the impact of teaching on children's learning during staff supervisions to extend children's learning and development even further.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to children and staff, and read statements from parents. She took everyone's views into account.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and operations manager. She looked at relevant documentation, such as accident records and risk assessments, and evidence of the suitability of staff working in the setting.

### Inspector

Angela Syson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A robust staff recruitment procedure ensures that all those working with children are suitable to do so. All staff receive safeguarding training during induction. Management and staff have good knowledge of child protection issues and know what to do if they have any concerns. Managers are committed to supporting professional development. Staff are encouraged to further their qualifications successfully. Managers are striving to provide the very best level of care and education for children. They accurately identify the strengths of the provision and areas to improve. For example, they have made good use of pupil premium funding to extend resources to support mathematics and increase opportunities for learning.

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

The quality of teaching is good. Children have access to a good variety of toys and resources. For example, they enjoy dressing up as different characters. Staff engage children well in conversations about the characters to develop their communication skills. Babies enjoy sensory activities. They use their feet to stamp in paint and make patterns on paper. Staff look at the patterns with babies, which helps develop their mathematical skills. Staff work in partnership with parents to support learning at home. For example, they provide resources and lend books from the settings library. Staff regularly review children's progress and share this with parents. They identify gaps in learning and plan effectively to help children catch up. Parents commend the support they receive, particularly for children who have special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

Staff listen to children and very much value their contributions. This successfully builds children's self-esteem. Children are confident and happily approach staff for help. Staff promote children's independence, for example they model how to wash hands and encourage young children to have a go for themselves. Children develop a good understanding of healthy lifestyles. A well-balanced menu of homemade meals helps children to develop tastes for a wide variety of foods. Children have daily access to an outdoor area where they have good opportunities to develop their physical skills. Staff have strong links with teachers at the local schools. They invite teachers to the setting and share information about children's development. This provides continuity for children and supports their well-being.

### Outcomes for children are good

Children are developing independent thinking skills and have a strong sense of curiosity. They play with sand and wonder why dry sand flows through their fingers but wet sand sticks. They explore and investigate to discover that adding more water makes the sand less sticky. Babies are very active and keen to develop their physical skills. They enjoy cruising along low-level room dividers and watching older children play. Children are making good progress in their learning. The skills and attributes they are acquiring prepare them well for their next stage in learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	510091
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1091172
<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>	20
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Children's Corner (Headingley) Ltd
<b>Registered person unique reference number</b>	RP519384
<b>Date of previous inspection</b>	19 January 2015
<b>Telephone number</b>	0113 2144537

Children's Corner (Headingley) Limited registered in 1999. It operates from two rooms within a Leeds City Council building, in the Headingley area of Leeds. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. They employ six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above.

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