

# Middleton Children's Centre Daycare Over 3's Site



Middleton Primary School, Middleton Park Avenue, Leeds, West Yorkshire, LS10 4HU

**Inspection date** 24 July 2017  
Previous inspection date 13 March 2014

| <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

- Teaching is consistently strong with some outstanding elements. Managers monitor children's progress very well. They analyse data and plan interventions which are targeted towards areas children most need support in. All children make good progress and any gaps in their learning are closing quickly.
- Partnerships with parents are exemplary. Staff exchange detailed information with them to promote a shared approach to children's care and learning. They invite parents to attend open evenings and workshops where they provide information about ways they can enhance children's learning at home.
- Children who have special educational needs and/or disabilities are supported well. Staff work closely with other professionals to ensure children's needs are fully met.
- Links with other settings are strong. Staff share comprehensive information with teachers to promote consistency of care and learning. Excellent transition arrangements with the host school ensure that children are emotionally ready for school life.

### It is not yet outstanding because:

- Occasionally, staff do not fully consider the group size during activities. Sometimes, children wait too long for their turn and lose concentration.
- At times, staff miss opportunities to support children to solve simple problems independently.

## What the setting needs to do to improve further

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

- review the organisation of group activities to minimise children's waiting times and build on their good listening and concentration skills
- provide increased opportunities for children to solve problems independently.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of staff's suitability.
- The inspector spoke to staff, parents and children during the inspection and considered their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are well trained in child protection matters and know how to report any concerns about children's welfare. Safety is given the utmost priority and rigorous risk assessments are used efficiently to minimise any potential hazards. The accomplished manager supervises and mentors staff well. She regularly observes staff's practice and provides critical feedback to help raise the quality of their interactions even further. Staff participate in a wealth of additional training to successfully extend their skills, knowledge and practice. They work well as a team and staff morale is high. Reflection and self-evaluation are an integral part of practice. Staff fully consider the views of children and parents to plan developments that improve outcomes for them.

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

The qualified staff provide a wide range of activities and learning experiences that is well matched to children's needs. They know children well and use accurate observations and assessments to plan precisely for their future learning. Staff actively involve themselves in children's play and interact well to guide, stretch and extend their learning. They speak clearly and model good conversational skills to aid children's developing communication skills. Children play imaginatively and show good dexterity as they mould dough and pretend to make a cherry pie. Staff help children to recall and relive their past experiences. They encourage children to name shapes and identify numerals. Children throw a dice and accurately count out the corresponding number of jewels. Staff help children to calculate as they add more.

### Personal development, behaviour and welfare are good

Children are confident and move freely between the stimulating indoor and outdoor environments. The strong key-person system helps children to build secure relationships with attentive and caring staff. Children are independent and enthusiastically follow their interests and lead their own play. Staff are good role models who consistently reinforce rules through positive reinforcement. Children know what is expected of them and their behaviour is good. Staff promote healthy lifestyles very well. They organise parent workshops and activities that support them with children's health, care and learning needs. For example, staff teach parents how to make nutritious fruit drinks and provide information about how to care for children's teeth.

### Outcomes for children are good

All children thrive in the welcoming and friendly environment. They are self-assured and are developing good self-care skills. Children use talk to connect ideas and discuss their intentions. They count in sequence and use positional language. Children show care and concern for the setting's guinea pigs and enjoy helping staff to care for them. They competently complete simple programs on the computer. These skills help to prepare children well for future learning and school.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY313137                 |
| <b>Local authority</b>                           | Leeds                    |
| <b>Inspection number</b>                         | 1087980                  |
| <b>Type of provision</b>                         | Sessional provision      |
| <b>Day care type</b>                             | Childcare - Non-Domestic |
| <b>Registers</b>                                 | Early Years Register     |
| <b>Age range of children</b>                     | 3 - 4                    |
| <b>Total number of places</b>                    | 48                       |
| <b>Number of children on roll</b>                | 72                       |
| <b>Name of registered person</b>                 | Leeds City Council       |
| <b>Registered person unique reference number</b> | RP900804                 |
| <b>Date of previous inspection</b>               | 13 March 2014            |
| <b>Telephone number</b>                          | 0113 2772307             |

Middleton Children's Centre Daycare Over 3's Site registered in 2005. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time. Sessions are from 8.30am to 11.30am and midday to 3pm. The setting provides funded early education for three- and four-year-old children.

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