

Swarcliffe Children's Centre Daycare

Early Years Centre, Langbar Road, Leeds, West Yorkshire, LS14 5ER



Inspection date

4 August 2017

Previous inspection date

16 July 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 nursery is a central part of the extended services provided by the children's centre. A clear vision is in place that centres on the unique needs of the children and their families. Well-established plans for improvement help to maintain and build on the good-quality care and learning successfully provided for each and every child.
- Staff are well qualified and their teaching is good. They complete regular and accurate assessments and provide a range of interesting activities that engages and helps children to build on their learning. Children are very relaxed and confident in their play.
- The key-person system is very effective. Staff show genuine care for the children in the kind and sensitive way they interact with them as they attend to their needs. Babies are secure and confident as they seek cuddles when unfamiliar adults enter the room.
- Children's behaviour is good. Staff's courteous manner and way they treat children with respect help children to follow these positive examples as they play well together.
- Staff establish firm partnerships with parents. Parents speak highly of the warmth of welcome by staff and the good-quality care provided for their children.

It is not yet outstanding because:

- On occasions, some staff do not always reshape tasks to help increase the chances for children to extend their thinking and problem-solving skills.
- Staff have not considered fully how they can build on the ways they support children to extend their understanding of the diversity within today's society.

What the setting needs to do to improve further

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

- help staff to develop their understanding of how to make the most of opportunities to develop children's thinking and problem-solving skills as they arise during their play
- support staff to help children share experiences and explore the similarities and differences of their families and communities beyond their own.

Inspection activities

- The inspector viewed all areas of the premises and observed activities in two of the playrooms and the outside play area. He observed teaching and the impact this has on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day.
- The inspector held meetings with members of the children's centre and nursery management team. He also conducted a joint observation with the nursery manager.
- The inspector checked the evidence of the qualifications and suitability of staff working in the nursery. He also looked at children's registration records and the arrangements for self-evaluation, the records of complaints and risk assessments.
- The inspector checked arrangements for staff who have first-aid training.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of their responsibilities and the steps to take should they have a concern about a child's safety or well-being. Close working with other agencies and services within the wider children's centre services means they attend to children's needs in a timely manner. The premises are clean and well maintained. Risk assessment is reviewed appropriately and any identified actions implemented promptly to improve children's safety. Recent improvements include the procedures to check children's whereabouts during and following outdoor play. Staff supervise children effectively. Thorough monitoring of assessments of children's learning is in place. The management team is using information well to develop resources and teaching in order to ensure the good progress of all children. Any additional funding is used creatively to provide those children most in need with a broader range of life experiences, such as trips to natural open spaces.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how play supports different aspects of children's development. Staff support babies well to be confident explorers using attractively placed equipment that captures their attention successfully. Staff encourage them to make sounds and try to form words. Toddlers enjoy exploring the marks and designs they make using water and brushes on the ground. Pre-school children sort and count coloured pom-poms with tweezers. Equipment is of good quality and is easily accessible to children. It tempts them to make choices. Staff in all parts of the nursery encourage children's language skills. Children enjoy singing songs and sharing books and stories. Staff join in with their imaginative play as they act out the rescue of a car that has broken down. Pre-school children delight as they build a pen for the dinosaurs using large wooden blocks.

Personal development, behaviour and welfare are good

Staff are gentle and welcoming. They work harmoniously together, creating a pleasant place in which children feel safe and secure. Good praise and well-phrased reminders help children to keep themselves safe. For instance, staff talk with children about remembering not to touch the hot serving dishes and to blow on their food before eating. Children enjoy daily exercise and outdoor play, which support their physical well-being effectively. Mealtimes are positive learning experiences. Staff encourage children to be independent and talk to them about healthy foods as they eat.

Outcomes for children are good

Children are developing very good social skills and have formed strong friendships. They enjoy each other's company and play well together. They are keen to attend to their own needs, such as collecting their coats and clearing their plates. Children of all ages play with purpose and interest and the older children sit, concentrate and become fully absorbed in their play. These activities provide the foundations for children's next stages of learning and life successfully. They are prepared well for school.

Setting details

Unique reference number	512403
Local authority	Leeds
Inspection number	1109801
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	64
Number of children on roll	87
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Date of previous inspection	16 July 2013
Telephone number	0113 3781816

Swarcliffe Children's Centre Daycare registered in 1993. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2, 3, 4 or 6. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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