

Candystripe Cottage

201a Harrogate Road, LEEDS, LS7 3PT



Inspection date

3 October 2017

Previous inspection date

25 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 highly qualified owner and managers are dedicated to providing the best quality experiences they can for children. They accurately evaluate the setting, involve parents and children in sharing their views and implement a robust development plan to help raise the quality of the setting even further.
- Staff effectively support children to develop their sense of rhythm, rhyme and repeated sounds in language. They successfully engage children in music and movement activities. Children are very motivated as they sing, dance and play musical instruments.
- Children are supported by skilful staff to appreciate diverse traditions in this very inclusive setting. Staff help them to develop their understanding of differences between themselves and others. Children are valued as the unique individuals they are.
- Partnerships with parents are strong. Parents help staff to establish their children's starting points in learning when they first start to attend. They are kept fully informed about their children's development and are very pleased with their progress. Parents comment that staff are, 'Really caring' and provide the best care for their children.
- Staff work extremely well as a team to provide a welcoming and homely environment.

It is not yet outstanding because:

- Older children do not always have opportunities to use a range of non-fiction books and information to extend and deepen their understanding even further during activities.
- On occasions, staff do not always give younger children sufficient time to process information and respond to questions.

What the setting needs to do to improve further

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

- extend opportunities for older children to use a range of books and access information during activities, to help deepen their learning even further
- ensure that younger children are given plenty of time to process information and respond to staff's questions.

Inspection activities

- The inspector observed a range of activities, inside and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed staff working with the children and discussed the joint observation of practice with the manager.
- The inspector viewed a range of documentation, including policies and procedures to safeguard children, and discussed the setting's self-evaluation with the management team. She also checked evidence of staff's suitability.
- The inspector spoke to parents during the inspection and took account of their views and those provided in writing by other parents.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff display a secure understanding of child protection. They are trained in safeguarding and thoroughly understand how to keep children safe from harm. Staff implement effective processes to record children's attendance, and secure entry systems further assure children's safety. Each member of staff is well supported. They meet regularly with their manager, access training and some gain higher level qualifications. This helps to improve their knowledge and skills and supports good outcomes for children. Managers monitor how well all children are progressing in their learning and identify any areas where children are achieving at a less than expected rate. Staff put in place provision to help children catch up quickly. Managers and staff develop very strong relationships with local schools.

Quality of teaching, learning and assessment is good

Staff make regular observations and accurate assessments of children's learning. They use these to plan activities that support their development. Children particularly enjoy baking. Boys and girls concentrate very well as they carefully weigh the ingredients. Staff skilfully extend children's understanding of the quantities needed and help them to understand cause and effect as the mixture changes when they add the eggs. Staff engage children in conversation, encouraging them to talk about the seasonal changes they are noticing. Older children talk confidently about the leaves falling from the trees and the squirrels they see. Staff make innovative resources using cardboard boxes and conkers to excite children and engage them in mathematical learning.

Personal development, behaviour and welfare are good

Staff provide an exciting, well resourced and homely learning environment that supports children's confidence and their individual choices. Children are settled in the setting and their emotional well-being is successfully fostered by caring staff. Children use good manners are kind and polite to each other. Staff have clear expectations of children and are very good role models for them. Children's behaviour is very good. All children enjoy lots of physical play activities, including climbing in the soft-play zone, playing parachute games, throwing and catching balls with staff outdoors and riding tricycles using good coordination and control. Their physical well-being is strong. The cook provides nutritious meals for children using fresh seasonal vegetables. Children's individual dietary needs are fully catered for. Staff create a social experience for children during mealtimes.

Outcomes for children are good

All children make good progress in their learning. They are curious and inquisitive in their play. Young children's literacy skills are developing well. They are interested in books, know how to use books and act as early readers. Children learn to recognise their name from an early age during self-registration. They play cooperatively together and are developing positive attitudes to their learning. Children are acquiring the skills they need for the next stage in their learning, including when the time comes for starting school.

Setting details

Unique reference number	EY299540
Local authority	Leeds
Inspection number	1064684
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 14
Total number of places	50
Number of children on roll	35
Name of registered person	Candystripe Inc. Ltd
Registered person unique reference number	RP525155
Date of previous inspection	25 July 2013
Telephone number	0791 863 2347

Candystripe Cottage registered in 2005. The setting employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including five with level 6 qualifications. The setting opens from Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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