

Little People Farfield

Farsley Farfield Primary School, Cote Lane, Farsley, Leeds, West Yorkshire, LS28 5ED



Inspection date	24 November 2017
Previous inspection date	23 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

- Children are settled and emotionally secure. Staff are attentive and kind, they support children's behaviour positively and help them understand what is expected of them. Children are spontaneously affectionate towards their key people, they listen to staff and take turns well.
- Staff effectively help children understand about healthy lifestyles. Older children show good knowledge as they explain how exercise and healthy foods help them to grow 'big muscles'. All children follow excellent hygiene routines and understand how germs from dirty hands will make them ill.
- Staff support children's language skills well. Staff skilfully match their level of interaction to the stage of children's development. They sensitively respond to babies' early sounds and name objects they are exploring. Staff hold purposeful conversations with older children that further extend their vocabulary. Children make good progress.
- Parents speak positively about the quality of the care and education staff provide. They particularly value the online system for sharing information about their children's achievements. Parents feel that staff know their children well.

It is not yet outstanding because:

- Managers do not focus professional development opportunities precisely on developing staffs teaching practice to help raise children's understanding of mathematical shape and measurement to the highest level.
- Managers monitoring of children's progress is not always rigorous enough to help identify any variation in the progress made between the different groups of children.

What the setting needs to do to improve further

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

- focus professional development more precisely to help raise the quality of teaching even further, to extend children's understanding of mathematical shape and measurement
- monitor the progress made by different groups of children to help all children achieve to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed how well this supports children's learning.
- The inspector had a tour of the nursery.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector held a meeting with the manager, deputy manager and area manager. She looked at relevant documentation, evidence of the suitability of staff working in the nursery and discussed the nursery's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff update their knowledge regularly, to help ensure they understand the latest guidance and information about how to protect children. Staff know who to contact if they had any concerns about children's safety or the behaviour of a colleague. Managers deal with any concerns from parents promptly and follow their complaints procedure. Staff assess potential risks to children and ensure that the nursery is clean, safe and secure. Managers carry out the required suitability checks on all staff at the time of recruitment. They use effective induction and supervision to help staff understand their roles and responsibilities overall. Managers have an accurate view of the quality of the nursery and put plans in place to support further development. Staff support children who have special educational needs and/or disabilities well. Staff work in close partnership with other agencies to support individual children. They regularly share information about children's specific needs with other settings that children attend. This effectively helps to ensure a joined-up approach to children's learning and care.

Quality of teaching, learning and assessment is good

Staff are qualified and make accurate assessments of individual children's progress. Children demonstrate curiosity as they mix powder paint. Staff skilfully support their understanding of how to make new colours in lighter and darker shades. Staff use everyday happenings well to help children learn about the weather and scientific concepts. Older children understand that cold weather can cause water to freeze. Staff extend children's vocabulary well as they explore the ice, for example, they introduce the word 'shatter' to describe what is happening. Children think carefully about the good questions that staff ask and identify that warmer weather turns the ice back to water. Babies join in enthusiastically as staff sing traditional songs with them. Staff model the use of musical instruments to emphasise the rhythm of songs. Babies shake the instruments as they listen attentively and move their bodies.

Personal development, behaviour and welfare are good

Older children independently serve themselves from the dishes staff provide at lunchtime. All children are physically active and have daily access to fresh air in the exciting gardens. Staff provide a wide range of opportunities for all children to develop their physical skills. Children dig in the sand and challenge their coordination. Older children are motivated as they use wheeled toys to move at speed down the hill. Children show confidence and delight in their skills as they maintain control and come to a gentle stop.

Outcomes for children are good

Children develop important attitudes to help them in their future learning, including starting school. Older children independently dress themselves. All children develop good literacy skills. Babies and young children listen attentively to stories. Older children identify their name. Children count accurately as they play imaginatively and build with bricks. Managers use additional funding effectively to improve outcomes for children.

Setting details

Unique reference number	320804
Local authority	Leeds
Inspection number	1064107
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 - 11
Total number of places	137
Number of children on roll	188
Name of registered person	Little People (Farfield) Limited
Registered person unique reference number	RP519346
Date of previous inspection	23 May 2013
Telephone number	0113 256 6495

Little People Farfield registered in 2001. The nursery employs 35 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above, including one member of staff who holds a level 5 qualification and two who hold a level 6 qualification. Seven members of staff are qualified to level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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