

Little Explorers Of Cookridge

Tinshill Road, Cookridge LS16 7DG



Inspection date	17 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of 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

The provision is good

- Children form positive relationships with their key person. This helps to ensure that children's individual care and emotional needs are effectively met.
- Parents are very complimentary about the pre-school. They are kept well informed about their children's activities, achievements and welfare.
- Staff effectively work together to identify areas for development. For example, they attend staff meetings and make plans to help them make positive improvements.
- Staff make good use of questions to help promote children's thinking skills. They engage children in discussions which help to support their communication and language development.
- Staff have developed effective partnerships with all other settings that children attend and local schools. This helps raise standards of care and learning, and to ensure that children's move on to school is smooth.

It is not yet outstanding because:

- There is some inconsistency in targets set for individual children's future learning, which means children do not always make the best possible progress.
- Although staff gather a good amount of information from parents of babies and toddlers, they do not always gather sufficient detailed information from parents of older children on entry.
- Occasionally, staff do not always consider how children of different ages can be fully involved when taking part in planned activities together.

What the setting needs to do to improve further

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

- set more ambitious targets for children's planned next steps for learning that help them make more rapid rates of progress
- gather more detailed information from the parents of older children about children's capabilities on entry
- support staff in taking more account of the different ages of children when planning group activities so all children are fully involved.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working with children. She discussed the method for self-evaluation and the impact this has on the pre-school.
- The inspector spoke to parents and carers during the inspection, and took account of their views.
- The inspector viewed all areas of the premises used by the children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager. She engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.

Inspector

Kerry Holder

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the procedures to follow should they have concerns about children's welfare. Recruitment of new staff is rigorous and effective steps are taken to ensure they are suitable to work with children. Staff are aware of the importance of keeping children safe and regular checks on the environment help staff to identify any potential risks. The manager gathers information about the progress made by individual children and groups of children. She uses this information successfully to identify where extra support is needed. For example, staff attend training to help improve their knowledge and close gaps in children's development. The manager offers regular supervision meetings to all staff which helps to ensure they feel valued and supported. She oversees educational programmes to help ensure that children make good progress, overall. The special educational needs coordinator works closely with parents and other professionals. This helps to promote a collaborative approach to meet the individual needs of all children.

Quality of teaching, learning and assessment is good

Staff organise the environment well so that children can choose from a wide range of stimulating activities and resources. For example, staff support children to make their own play dough. Children explore a very good range of differing media, such as sand, water and paint. Staff help to promote young children's mathematical development well. For example, they use appropriate language to improve their awareness of colour, quantity and number. Children gain a good knowledge and understanding of diversity and enjoy a range of activities, discussions and resources. Staff complete ongoing observations of children which help them track their progress, and identify and narrow any gaps in their learning, overall.

Personal development, behaviour and welfare are good

Children's behaviour is very good. They learn to share and have consideration for others. Children have regular opportunities to be active and engage in physical play. For example, they play in the stimulating garden and are involved in regular trips into the community. This includes visits to local shops where they buy baking ingredients. Staff promote good hygiene practice. For example, they remind older children to wipe their nose and wash their hands.

Outcomes for children are good

All children, including children who have with special educational needs and/or disabilities, gain essential skills in preparation for starting school. They make good progress, overall, and enjoy their time in the pre-school. Children are confident and motivated to learn. Older children develop their early mark-making skills. For example, they draw pictures of themselves and add their names to their handiwork. Younger children explore their senses as they run sand through their fingers. Children enjoy manipulating dough, which helps to strengthen the small-muscles in their hands.

Setting details

Unique reference number	EY535992
Local authority	Leeds
Inspection number	10076664
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	50
Number of children on roll	44
Name of registered person	Riley, Joanne Lindsey
Registered person unique reference number	RP535991
Date of previous inspection	Not applicable
Telephone number	07855492502

Little Explorers of Cookridge registered in 2016. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The pre-school opens during term time. Sessions are from 9am until 3pm Monday, Tuesday, Thursday and Friday and from 8.30am until 11.30am on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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