

# Children's Corner Childcare LLP (Valley View)



Valleyview Community Primary School, Coal Hill Lane, Leeds LS13 1DD

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 11 December 2018 |
| Previous inspection date | Not applicable   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Not applicable     |          |
| Effectiveness of leadership and management                    |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Parents are highly delighted with the excellent quality of the educational support and exemplary care their children receive. They report how extremely pleased they are with the team of staff who know their children exceptionally well and who provide a nurturing environment for them. Parents describe the nursery as being 'like a second family'.
- The dedicated management team is passionate about its role and strives for excellence. The team leads the nursery with great determination and demonstrates an excellent understanding of the early years foundation stage requirements.
- The quality of teaching is outstanding. Staff are highly qualified and use their superb knowledge extremely well. They plan captivating activities and experiences, which stimulate and challenge all children. This contributes towards children's excellent progress.
- Staff have an excellent understanding of where children are in their development and what they need to do next. Along with the management team, they identify children who need additional support and implement effective strategies to help them catch up.
- Staff are excellent role models. They treat children fairly and provide them with many opportunities to consider the feelings of others and to learn to take turns. Staff provide regular and meaningful praise to recognise, and celebrate, the achievements that children make.

## What the setting needs to do to improve further

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

- continue to evaluate the effectiveness of the changes made to the learning environment for babies and its impact on children's well-being.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff working at the nursery.
- The inspector spoke to children and members of staff at appropriate times during the inspection, and held meetings with the manager.
- The inspector took account of the views of parents during the inspection.

**Inspector**  
Julie Dent

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. All safeguarding requirements are fulfilled and are well understood by the staff team. The manager systematically challenges and extends staff's knowledge of child protection. Staff are alert to the possible signs, symptoms and indicators of abuse, and have an excellent understanding of wider safeguarding concerns. The manager is dedicated to developing the skills of the staff team. Staff receive regular monitoring and feedback to enhance their skills, to support children's learning and development further. The management team is dedicated to providing children with the best opportunities to further their learning and development, and aims to monitor the impact of changes made to the baby room on children's well-being.

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

Staff encourage children's language development and skilfully provide a commentary for children's play. They take time to explain and extend children's thinking, and introduce new words to help extend their vocabulary. They have a natural understanding of when to support children's play and when to stand back and observe. Staff promote children's understanding of safety in many ways. For example, older children carry out risk assessments of the garden play space and consider the ways to reduce hazards and risks. Staff's exuberant enthusiasm inspires children's imaginative play. Children climb 'truly magnificent mountains' and search for dinosaurs in the outdoor environment. They show delight as they find them hiding in the mud kitchen. Staff encourage children's mathematical skills in many ways. For example, pre-school children become enthralled while comparing, weighing and measuring as they make play dough. Babies giggle with delight as they explore sensory trays and become fascinated while playing musical instruments.

### Personal development, behaviour and welfare are outstanding

Children are extremely well behaved. Staff are highly attentive to children's emotional well-being. They spend time getting to know children and their families during the settling-in period. Staff use every opportunity to support children and their families, and they embrace the views of everyone who attends the setting. Staff have established highly effective relationships with local school teachers, which helps the children to be superbly prepared for the transfer to school. Staff teach children remarkably well about healthy living and provide them with innovative physical activities. For example, children have 'wake-up and shake-up' sessions. Children's self-help skills continually blossom. For example, they use the 'Sniffle Station' to clean their noses and check they are clean in the mirror before washing their hands.

### Outcomes for children are outstanding

Children are exceptionally confident and highly motivated to learn. They develop skills that will support them with the next stage of their learning. For example, older children learn to consider the views of others and vote on their favourite books for story time. From a young age babies learn to handle books carefully and enjoy singing with the staff team. Children acquire extremely good early mathematical skills. Children are very well prepared for the next stage in their education.

## Setting details

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| <b>Unique reference number</b>                   | EY501742  |
| <b>Local authority</b>                           | Leeds   |
| <b>Inspection number</b>                         | 10086629  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 0 - 11  |
| <b>Total number of places</b>                    | 71  |
| <b>Number of children on roll</b>                | 132   |
| <b>Name of registered person</b>                 | Children's Corner Childcare LLP   |
| <b>Registered person unique reference number</b> | RP911040  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 0113 2909490  |

Children's Corner Childcare LLP (Valley View) registered in 2016. It is situated in the Pudsey area of Leeds. There are 19 staff. Of these, 10 hold recognised early years qualifications at level 3 or above. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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