

Children's Corner Childcare LLP (GSAL)

Leeds Grammar School, Harrogate Road, LEEDS LS17 8GS



Inspection date

14 December 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

Not Applicable

Summary of key findings for parents

This provision is good

- The management and staff team are ambitious in their pursuit to provide a high-quality service to children. They involve children in making decisions about the operation of the setting and consider these in their improvement plans. They value children's ideas and embody them well in the activities and provision they plan. This helps children to engage and focus on the tasks they complete.
- Staff allow children time to explore and have their own ideas in play. They skilfully support children to develop their critical thinking and problem-solving skills as they provide provision to foster children's creativity. For example, children enjoy the challenge to create snowmen models independently, using a variety of malleable resources.
- Partnerships with parents are strong. Staff liaise regularly with parents and provide key information about their child's day. Parents receive newsletters, which help to keep them informed about the activities children complete.
- Staff and children develop strong relationships from an early stage. Staff assign the younger children to a key person and older children have buddies to help them settle when they first start. This provides children with a familiar person and encourages new friendship groups. This has a positive impact on children as they further develop their already good social skills.
- The manager has not fully developed the partnerships with other professionals and settings children attend, to better support continuity in their experiences.
- The manager has not yet identified an effective system which will help her to better utilise the available outdoor areas for children to access all year round at the club.

What the setting needs to do to improve further

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

- continue to develop working in partnership with other professionals and settings children attend
- make better use of the available space for children's outdoor play.

Inspection activities

- The inspector had a tour of all areas of the premises children access.
- The inspector observed children engaged in the activities and experiences staff plan for them.
- The inspector reviewed suitability checks and other records regarding health and safety.
- The inspector had discussions with parents, staff and children during the inspection and considered their views.
- The inspector held a meeting with the leadership and management team. She reviewed a sample of policies, procedures and children's records.

Inspector
Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The leadership and management team provides regular safeguarding coaching and training to ensure staff remain vigilant to issues which may affect a child's welfare. Staff know to act promptly to address any safeguarding concerns. The senior leadership team has implemented a robust safeguarding policy and they ensure staff implement this well in practice. The senior leadership team completes robust suitability checks for all those who have access to children. The manager evaluates the quality of the setting well. She includes the views of parents, staff and children and carefully considers these to ensure children receive the individual care and support they need. The manager identifies effective professional development plans for staff. For example, staff have recently completed behaviour management training. This has had a positive impact on children as they receive consistent messages and expectations regarding their behaviour both at school and in the club. Children have made an advent reward calendar, which they use to reward those who show exceptional kindness or for being particularly helpful.

Quality of teaching, learning and assessment is good

The management and staff team carefully consider the age range of children who attend. They plan a welcoming environment for children to explore and have their own ideas in play. Older children access quiet areas to complete homework independently or with support from a member of staff. Younger children receive good support to develop their communication and language skills as they enjoy letter and sound games. Children help to plan the activities. For example, they celebrated the royal wedding, and designed and created decorations to decorate the club. Children planned meals and created a menu for the royal wedding tea party. Children made shopping lists for the ingredients they needed and helped to prepare meals. Staff value children's views. Children develop high levels of confidence and self-esteem. Children have access to well-resourced areas, which helps them to have their own ideas and develop their problem-solving skills. For example, children create a nativity scene and follow instruction sheets to make different characters.

Personal development, behaviour and welfare are good

The staff team is fun and bubbly. They interact well with children and create a welcoming environment, where children can relax and socialise with their friends. Children are happy and settled. They delight as staff engage well with them and share stories about their family. They develop a strong sense of themselves as they celebrate religious festivals and share stories about their heritage. Children's behaviour is superb. They interact well with each other and develop their already good social skills even further as they cooperate and take turns during games. Staff act as good role models to children with their caring and friendly approach. Staff promote healthy eating and encourage children to develop good self-care skills. Children wash their hands and independently prepare tables for snack time. Children prepare the foods they eat and talk about the benefits of leading a healthy lifestyle. Children have some opportunities to develop their physical skills as they use outdoor climbing equipment and access the local fields to participate in sports activities.

Setting details

Unique reference number	EY501745
Local authority	Leeds
Inspection number	10086642
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 11
Total number of places	70
Number of children on roll	652
Name of registered person	Children's Corner Childcare LLP
Registered person unique reference number	RP911040
Date of previous inspection	Not applicable
Telephone number	07596119068

Children's Corner Childcare LLP (GSAL) registered in 2016. They operate from The Grammar School at Leeds in West Yorkshire. The out-of-school club employs 14 members of staff. Of these two hold level 6 qualifications, one holds a level 3 and another holds a level 2 qualification in childcare. They operate from 7.15am until 8.15am and 3.15pm until 6pm, Monday to Friday, term time only. They also offer school holiday sessions from 8am until 5.30pm, Monday to Friday, except for Christmas and bank holidays.

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