

# Amazing Grace Early Years Childcare

Living Hope Church, Saxton Lane, Leeds LS9 8HE



<b>Inspection date</b>	21 June 2019
Previous inspection date	10 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider does not have enough understanding of her responsibilities under the requirements of the early years foundation stage. She has failed to inform Ofsted of significant events in changes to the running of the nursery. This compromises children's care and safety.
- Documentation required for the safe management of the nursery is not readily available for inspection. Some documentation is kept off site and cannot be easily accessed.
- Recruitment procedures are not robust enough to ensure that all people working on the premises are suitable to do so. The provider is too slow to initiate checks on staff in order to assess their suitability to work with children. This puts children's safety at risk.
- There are too few opportunities for children to use their home language in everyday play to strengthen their understanding of English.

### It has the following strengths

- The key-person system works well. Staff understand their key children's needs and interests. They observe children at play to understand their development. They track children's progress regularly and use this information to plan activities that meet children's individual learning needs effectively. Children are making good progress in relation to their starting points.
- Children have formed good friendships and secure attachments to staff. They settle well at the nursery. They enjoy the range of activities on offer and are keen to involve staff in their play, for example, as they pretend to be hairdressers.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve understanding of the events that must be notified to Ofsted	24/07/2019
ensure all required documentation is readily available for inspection and kept on site	24/07/2019
improve recruitment procedures so that a Disclosure and Barring Service (DBS) check is carried out for every person aged 16 and over who works on the premises on which the childcare is provided.	24/07/2019

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

- strengthen opportunities for children to use their home language in everyday play.

### Inspection activities

- The inspector held a meeting with the manager and spoke to staff and parents during the inspection.
- The inspector looked at a range of documentation, policies and procedures during the inspection.
- The inspector observed the quality of teaching and children at play.
- The inspector completed a joint observation with the manager.

**Inspector**  
Duncan Gill

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Recruitment is ineffective and the provider has failed to carry out checks to ensure that all staff who work at the nursery are suitable to be around children. Not all staff have a DBS check and not all documentation is available to see what other recruitment checks have taken place. This puts children's safety and welfare at risk. The provider has also failed to inform Ofsted of a significant event in a change to the registered person. She does not understand what Ofsted should be informed of and this puts children's welfare at risk. Staff have appropriate opportunities for professional development. They have attended safeguarding training and demonstrate a good knowledge of what to do with any concerns they have about a child. They understand the need to work with relevant agencies to meet children's unique needs and ensure children get the support they need to develop.

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

Staff are well qualified and they use their knowledge well to promote children's learning. They use effective planning based on the unique needs of each child to support every child's development. They model new words effectively, such as 'squash', 'roll' and 'pinch' to support young children's language development during a dough activity. They set up real-life experiences in role play to enhance children's understanding of the world. For example, older children use real money to buy real ice cream in the ice cream shop. Staff sing songs and nursery rhymes to foster babies' communication and language skills. They use puppets to bring the songs to life and children enjoy using their own puppets so they can join in with the actions. The nursery provides a good range of information for parents to help them support their child's learning at home, including ideas for activities for parents to try.

### Personal development, behaviour and welfare are inadequate

Failings in leadership and management have a significant impact on children's safety and welfare. Children behave well in the nursery. They show consideration for others and are learning to share. For example, children cooperate well with each other when completing a jigsaw and share pieces with their friends. They learn about the importance of healthy practices and are given a balanced diet. Partnership with parents is effective. Staff gather good information from parents about their child during tailored settling-in sessions. Staff ensure they know information about each child's routines, likes and dislikes, and can meet their individual needs effectively.

### Outcomes for children are good

Children are making good progress in preparation for school. They know how to sit and listen in groups. They show their enjoyment of books and concentrate well. Any gaps in children's learning are closing over time. Children's independence is fostered and they are keen to do things for themselves and choose activities they are interested in. Staff use effective strategies, such as pictorial timetables, to help children understand routines and make sense of the nursery day.

## Setting details

<b>Unique reference number</b>	EY412821
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10112626
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	55
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Ilori, Omotoyosi Abake
<b>Registered person unique reference number</b>	RP908772
<b>Date of previous inspection</b>	10 December 2015
<b>Telephone number</b>	0113 234 5155

Amazing Grace Early Years Childcare registered in 2010. The nursery employs seven members of childcare staff and the majority hold qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery 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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