

Inspection of Children's Corner (Farsley)

On site of Springbank Junior School, Wesley Street, Farsley, Pudsey, West
Yorkshire LS28 5LE

Inspection date: 13 April 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are happy and display close attachments with their key person. Babies who are new to the nursery quickly settle into the daily routine. They receive reassuring cuddles, smiles and are spoken to in gentle tones. The passionate manager strives to offer the best learning environment for all children. This clear vision can be seen throughout the conscientiously organised rooms that support children's daily needs. For example, each room offers opportunities for children to relax, be physically active and take part in individual and group learning.

Young children show a keen interest in vehicles. Staff follow this interest and introduce words linked to shapes. Shaped tracks are made on tables and around the nursery room. Staff talk to children about the various shapes they can see. This helps to develop children's mathematical language. Children's learning is extended as staff talk about the different directions the toy cars are moving in as children guide them around the track. Children are also introduced to road safety awareness. For instance, staff use the colours of traffic lights to remind children of the rules when crossing roads. Children eagerly shout, 'Stop, get ready, go' as they look for the corresponding colour. This helps children to learn how to keep themselves safe. During the COVID-19 pandemic, the manager ensured that families were supported. Video tours for new parents were organised and resources and food parcels were also offered to families. As the nursery reopened to all children, a staggered return was offered to children and staff to support well-being.

What does the early years setting do well and what does it need to do better?

- Staff are attentive and provide activities that children enjoy. Staff have a good understanding of the curriculum and the learning intentions of activities. For example, babies are introduced to citrus fruits and cucumber in a floor-level water tray. This is to support babies' sensory investigation while introducing words linked to texture, colour and taste.
- Staff use children's interests effectively to deliver meaningful learning experiences. For example, in the pre-school room, children are encouraged to recognise number names, count and estimate as they play with a till in the role-play area. Children form positive friendships with one another. However, on occasions, older children are not supported to acknowledge how their own behaviours impact on others.
- Children are constantly being spoken to. Staff use thoughtful and appropriate questioning techniques based on children's age and development. Older children are asked questions that encourage them to think and respond. For example, they are asked if they can remember what the colour amber means on a traffic light. This helps staff to determine what children know and can remember in

order to build on previous learning.

- Teaching is strong and, on occasions, outstanding. This particularly relates to practice in the baby and toddler room. Staff interactions are of high quality and children remain engaged in calm and purposeful learning experiences. Children are able to independently explore textured and mirrored resources as staff calmly smile and talk to children about what they can see. Activities are well prepared and transitions between activities and routines flow well. However, this is not reflected in the pre-school room. On occasions, activities take too long to prepare. One example of this is when children wait too long as staff gather ingredients to make dough.
- In general, staff provide routines to children which offer them a good variety of learning opportunities during the day. However, at times, staff do not organise mealtime routines as effectively as possible. This means that children grow restless.
- Partnership with parents is strong. Parents positively comment about their children's experiences in the setting. They receive regular photos and updates of their children's learning through various online platforms. Furthermore, there are additional services offered to families, including children's haircuts and shoe fitting to enable families to spend more quality time together.
- Staff know children well through the strong key-worker system in place. Staff ensure they exchange information with parents. This helps them stay up to date about children's interests and about their changing needs.
- The manager demonstrates a clear passion for the nursery and strives to maintain high-quality practice. She places a strong emphasis on staff well-being, which includes regular supervision sessions, training and regular chats. Staff comment that they feel supported and valued by the strong leadership team. Families are also directed to relevant agencies to support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff keep their knowledge about current safeguarding procedures up to date through regular training. The manager regularly checks staff's understanding of safeguarding through weekly questioning and scenarios. Staff can confidently state the safeguarding procedures that they need to follow to protect children from harm. Staff hold paediatric first-aid certificates. This ensures that they can care for children in the event of an accident. Robust recruitment procedures are in place to ensure staff working with children are safe and suitable. Ongoing suitability for their roles are discussed during regular meetings.

What does the setting need to do to improve?

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

- ensure the high level of teaching is planned and consistent across the setting to enable children to become deeply engaged in their learning
- build on good behaviour strategies and help children enhance their understanding of how their own feelings and behaviours impact on others
- review transitional periods throughout the day to help children remain focused and engaged in tasks and activities.

Setting details

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| Unique reference number | EY313806 |
| Local authority | Leeds |
| Inspection number | 10233674 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 11 |
| Total number of places | 127 |
| Number of children on roll | 265 |
| Name of registered person | Children's Corner (Farsley) Limited |
| Registered person unique reference number | RP527906 |
| Telephone number | 0113 257 7868 |
| Date of previous inspection | 9 March 2017 |

Information about this early years setting

Children's Corner (Farsley) was registered in 2005, is privately owned and is situated in the grounds of Springbank Junior School in Pudsey, West Yorkshire. The setting employs 22 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, 10 hold level 3, and two hold level 2. The manager holds qualified teacher status. The setting is open from 7.30am until 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the manager completed a joint observation of an activity.
- The inspector held a meeting with the managers and sampled documentation, including staff qualifications, staff suitability checks and first-aid certificates.

We carried out this inspection 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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