

Inspection of Children's Corner Childcare LLP (Valley View)

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

Inspection date: 4 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle quickly in this welcoming and friendly setting. They develop secure attachments with the nurturing staff team. Staff gather detailed information from parents when children first start to find out what children already know and can do. They create a home-from-home environment and follow children's individual routines. Babies giggle and smile as staff play alongside them. They explore paint and fresh flowers as they make marks on paper. Staff offer praise and encouragement as children play. They provide a running commentary and talk about the marks they can see children making. This helps to promote children's self-esteem.

Children benefit from an ambitious curriculum that helps them to develop excellent levels of independence. Staff create a calming and supportive environment, which includes low-level resources for children to select from during their play. All children are encouraged to follow good hygiene practices. Young toddlers know where to find tissues to blow their noses. All children learn to wash their hands and learn about the importance of washing away germs. Lunchtime is a social occasion. Children sit in small groups and learn to serve themselves. They help with tasks appropriate to their age, such as handing out cutlery, cups and plates. Children behave well.

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

- The nursery manager is friendly, approachable and very supportive of staff and the families who attend. She provides regular supervision sessions for staff. Staff speak highly of the support she provides, including regular well-being checks and meetings. The manager seeks the views of parents, including inviting parents to recommend members of staff for their hard work and endeavour. The manager has a clear vision for what she wants children to learn and works alongside staff to offer coaching and act as a role model for good practice. This helps her to evaluate the setting well and identify training needs for staff.
- A key strength of the setting is partnership working with parents. Parents are invited in to the setting to join in with celebrations and events. They are provided with detailed information about their children's learning and development. This includes regular observations, photos and assessments of children's learning. There is a lending library available for parents and children to choose a story book to read at home together. This helps to provide a consistent approach to children's learning.
- There is a strong focus on promoting children's communication and language skills at the setting. For instance, an external professional regularly visits the setting and carries out sign language activities with older children. Children benefit from this and show excitement when she arrives to set up the activities.

They also benefit from regular singing sessions and stories. However, staff do not ensure that words are pronounced correctly when reading to children. For instance, they use words such as 'doggy', 'horsey' and 'piggy'. This means that some children are not exposed to the correct rich vocabulary to help develop their speaking skills.

- Children demonstrate excellent physical skills. They ask others to watch as they climb, balance and coordinate their movements across tricky obstacle courses in the nursery garden. They proudly show others how quickly they can manoeuvre over the tyres, crates and climbing frame. This demonstrates children's high levels of self-confidence. Babies and toddlers use indoor climbing frames and successfully climb and toddle back and forth.
- Children use their senses throughout their play. For instance, during baking activities, children comment that the lemon essence smells 'sour'. They count as they take turns to add ingredients and recall what else they need to add in to bake their cakes. Staff encourage children to use weighing scales and count how many spoonfuls of flour they need. This helps to develop children's mathematical skills.
- Children show that they are aware of the nursery routine and what happens next. However, sometimes, children are left waiting too long during activities and before key times of the day such as lunchtime. This means that some children lose interest and become distracted.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff supervise children well. They are clear about the setting's policies and procedures. Staff understand their responsibility to report any concerns about children's safety. The manager and staff show a thorough understanding of the process to follow in the event of an allegation against a member of staff. There is a detailed whistle-blowing procedure in place. Staff are aware of the possible indicators of abuse. This includes families being exposed to extreme views and/or behaviours. There are clear safeguarding procedures in place regarding the safe use of cameras and mobile phones on the premises. This helps to keep children safe.

What does the setting need to do to improve?

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

- ensure that words are pronounced correctly, particularly when reading stories to children, to enable them to hear rich and accurate vocabulary
- review transition times during activities and throughout the nursery session to ensure that children are not left waiting too long and engage in their learning.

Setting details

Unique reference number	EY501742
Local authority	Leeds
Inspection number	10284387
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	71
Number of children on roll	187
Name of registered person	Children's Corner Childcare LLP
Registered person unique reference number	RP911040
Telephone number	0113 2909490
Date of previous inspection	11 December 2018

Information about this early years setting

Children's Corner Childcare LLP (Valley View) registered in 2016. It is situated in the Pudsey area of Leeds. There are 21 staff. Of these, 12 hold recognised early years qualifications at level 2 or above, including one with qualified teacher status. 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.

Information about this inspection

Inspector

Emma Allison

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Parents shared their views of the setting with the inspector.

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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