

Inspection of Children's Corner Childcare LLP (Wigton Moor)

Wigton Moor Primary School, Barfield Crescent, Leeds LS17 8RU

Inspection date: 17 July 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and settled at this fun and friendly setting. They have built strong relationships with staff, who are caring and kind. Staff praise and encourage children. This helps to raise children's confidence and self-esteem. Children are busy in their play and happy to approach staff to ask for help if they need it. Staff plan a wide range of activities and experiences for children that they know will interest and excite them. These suit all ages and abilities. Children of all ages mix and play well together. They line up sensibly when asked and seek permission from staff to safely retrieve their balls that have rolled out of play.

Staff place a strong emphasis on supporting children's growing independence. Children hang up their coats and bags and choose what they would like to play with. They wash their hands and help to make their own wraps at snack time. Children choose from a selection of fruit, and help to clear away and wipe the table when they have finished. There are strong routines in place to help children to learn how to keep themselves safe. Children put on high-visibility vests to go outside so they can be easily seen by the well-deployed staff team. Staff encourage children to apply suncream, drink water and enjoy daily fresh air and exercise.

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

- Staff act fully as partners in children's play. They actively join children in football games and help them to make slides down a grassy slope. Children enjoy playing tennis and rolling balls into skittles. Staff are responsive and respectful. They support children well.
- Staff plan activities that link to children's interests or topics they have been learning at school. Children benefit from the choice of a wide range of books and games. They make marks and explore early writing with pens and chalks. Children are engaged well in activities and show strong levels of focus and imagination.
- Secure routines help children to feel secure and reassured. Staff explain any changes in routine in advance to help meet the needs of children with special educational needs and/or disabilities.
- Staff have lovely and detailed conversations with children in their care. This means children hear lots of language. This helps children to develop their communication and language skills. Staff sit and chat with children at snack times. They talk to them about their experiences at school and home.
- Staff plan strong support for children's developing physical skills. Children run, stretch and jump as they play with footballs and hoops. They learn to use their hands in different ways as they build with small bricks and practise with yoyos outside in the spacious yard.

- Parents speak highly of the setting. They describe staff as friendly and approachable. Parents say their children love coming to the setting and are settled and happy. They say staff keep them well informed and that they are impressed by the variety of activities on offer.
- The setting is very well organised. Staff provide a safe and seamless move for children at the end of the school day from school to the setting. They have built strong relationships with staff at the school and share relevant information to help create consistent support for children.
- Managers provide strong support for staff's professional development. They provide constructive feedback from observations and support staff through regular team and individual meetings. There are clear pathways and encouragement for staff to progress further in their careers.
- Staff benefit from rich opportunities to keep their skills and knowledge up to date. All staff complete training in safeguarding, first aid and food hygiene. Staff benefit from training relating to movement and play, and how best to support and include children with additional needs.
- Staff work well together and are supportive towards each other. Managers encourage and motivate staff, to show their appreciation and to help support their well-being. For example, they award a 'superstar of the month' for staff who have gone above and beyond in their role.
- Managers gather parents' views and carry out audits of the play environment, in order to identify any priorities for improvement. Staff are reflective and put in place their own targets to work towards. This helps to ensure that the whole team has a positive attitude towards the continuous improvement of the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY501741
Local authority	Leeds
Inspection number	10357594
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	36
Number of children on roll	70
Name of registered person	Children's Corner Childcare LLP
Registered person unique reference number	RP911040
Telephone number	07538563211
Date of previous inspection	10 December 2018

Information about this early years setting

Children's Corner Childcare LLP (Wigton Moor) registered in 2016. It is situated in the Alwoodley area of Leeds. The setting employs four members of staff, including the manager who holds an appropriate qualification at level 3. The setting is open during term time, from 7.30am until 9am and from 3.30pm until 6pm, Monday to Friday, except for bank holidays.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager welcomed the inspector and showed her around the setting. She discussed with the inspector the resources and activities provided for children.
- The inspector observed play opportunities for children.
- The inspector discussed with managers and staff how they help to keep children safe. This included evidence about first-aid training and the suitability of those working on the premises.
- The inspector spoke to parents to gather their views on the setting.

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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