

Seacroft Children's Centre Daycare

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Seacroft Children's Centre is one of many children's centres run by Leeds City Council. It opened in 1998 and operates from five rooms within a purpose-built building. It is situated in Seacroft, Leeds. A maximum of 60 children may attend the setting at any one time. The setting is open each weekday from 8am to 5.30pm, apart from one Wednesday in the month when the children's centre closes at 4pm for staff training. The setting is open for 52 weeks of the year. The children have access to three outdoor play areas. There are currently 88 children aged from birth to five years on roll. Of these, 50 children receive funding for early education. Children come from the surrounding area. The setting currently supports a number of children with learning difficulties and disabilities. The setting employs 21 members of staff. Most of the staff hold appropriate early years qualifications. Additionally, the children's centre manager holds an early years degree in leadership and management. The setting receives support from the local authority and the emphasis is on learning through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy, confident and flourish because the highly-skilled and motivated staff take great care to ensure children's needs are met. They systematically obtain and update the relevant information about their individual care, learning and development needs.

The safe, caring, vibrant and inclusive, environment provides innovative and challenging learning opportunities, therefore, children make excellent progress. Extremely effective partnerships are in place between the Children's Centre, parents and others involved in the children's care.

The setting takes every opportunity to involve parents and keep them well informed, providing them with a wide range of policies and information. Systems used to monitor and evaluate the setting's performance are highly effective and demonstrate the team's purposeful commitment to continue to drive improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing further the provision's development plan.

The effectiveness of leadership and management of the early years provision

The managerial team are experienced and inspiring role models, setting high standards of professionalism for the whole staff team. Children's safety is of paramount importance and staff, who all undertake comprehensive safeguarding training, are fully aware of their responsibilities to protect and safeguard the children. They understand the reporting procedures, should they have a concern about a child in their care. Consequently, children are kept safe and their welfare is safeguarded. Comprehensive risk assessments are in place. These are regularly reviewed and amended where necessary, ensuring potential hazards to children are identified and minimised. All visitors are supervised and access to the building is secure. Therefore, no unauthorised person is ever left alone with children. Robust recruiting, vetting, induction and appraisal systems ensure that all adults working with children are suitable and have the necessary qualifications and skills. This results in a cohesive, knowledgeable staff group, committed to achieve excellent outcomes for the welfare and learning of all children attending the setting.

A broad and detailed range of operational policies and procedures are in place which are made readily available to parents at the time they place their child at the setting. These are regularly reviewed to ensure they are in line with current legislation and the setting's excellent day-to-day practice. Parents are fully informed about their children's progress through daily discussion and the 'I like to...' board. Their views are regularly obtained through questionnaires and feedback. Parents feedback, indicate they feel staff are extremely caring, experienced and approachable. Parents confirm that their children's development is enhanced by attending the setting. They trust the staff and have absolute confidence in the care and education provided for their children. Excellent links are established with other settings and specialist workers who are involved in children's lives.

The setting is highly committed to continuous improvement and exceptionally well-targeted plans are set through extensive self-evaluation tools. For example, a wide range of staff and management meetings take place, development objective plans are set and celebrated yearly, and external and internal observations take place. The setting strives to further improve their development plan. Processes for managing staff's performance and professional development are used exceptionally well. Excellent progress has been made since the last inspection and a particular focus on developing and enhancing the superb environment. The setting pilots new initiatives and parents are fully consulted on a range of aspects, for example, through questionnaires, and their suggestions are successfully acted upon.

The setting has created a vibrant, exciting, challenging environment where children feel cherished, enjoy innovative opportunities and learn through their play and experiences. Consequently, children are inspired to explore and discover new opportunities to learn and develop skills for the future, achieve well and reach their full potential. Staff are dedicated, enthusiastic and continue to actively promote diversity and embrace training opportunities to further their skills and knowledge.

They develop new initiatives which spring from rigorous reflective practice and self-evaluation systems. This demonstrates the setting's substantial capacity for continual improvement which benefits all children.

The quality and standards of the early years provision and outcomes for children

Staff interact affectionately with the children and they clearly know them well as individuals, spending lots of time with their key children. An extensive range of stimulating and fun learning opportunities that cover all six areas of learning, are offered to children both inside and out. Therefore, each day children enter the setting and willingly take part in the activities. Staff plan a vast range of activities, furthermore, they continually encourage children to explore their environment independently whilst always being there for support. As a result, children extend their own play initiatives, make choices and develop their independence. Babies smile and enjoy making sense of what they see, hear, smell, touch and feel through adult led treasure baskets.

At meal and snack times children are provided with nutritious and freshly cooked food. Children are encouraged to be independent through self-serving their lunch, developing their own likes and dislikes in food and drink. A positive approach to behaviour management is implemented based on praise, encouragement and being kind and gentle. Staff are excellent role models and give children clear explanations that guide their behaviour, praising 'good listening', 'good sharing' encouraging self-confidence and independence.

Communication, language and literacy is actively promoted through the effective implementation of 'Every Child a Talker'. Staff engage children in lively conversation extending their language through a range of extensive opportunities for children to explore the spoken and written word. Careful attention is paid to children's interests and staff build on these skilfully to extend child-led activities. For example, using children's 'daily book' to consider individual needs and interests, including ideas shared by the children and incorporating these into the planning.

An excellent key person system, coupled with effective transition arrangements, helps children feel safe and fosters their confidence and self-esteem. Children are highly sociable, very well behaved and communicate confidently. Role play toys and visits to local attractions expand children's knowledge and understanding of the world. Special rules remind children how to behave, and to take care of themselves, each other and resources.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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