

Two Willows Children's Centre Daycare

Cardinal Square, Beeston, Leeds, West Yorkshire, LS11 8HS

Inspection date	27/11/2014
Previous inspection date	09/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	1	1
The effectiveness of the leadership and management of the early years provision	2	2

The quality and standards of the early years provision

This provision is good

- Staff know children well and use effective teaching skills to support children in making good progress given their starting points. As a result, children are well prepared for the next stage in learning.
- Staff skilfully communicate with children, which means all children, especially those with special educational needs and/or disabilities or who speak English as an additional language, are developing good communication and language skills.
- Safeguarding procedures are robust. This means children are kept safe from harm and their welfare and emotional well-being are exceptionally promoted.
- Partnership with parents is a key strength of the setting and staff work hard to ensure there is a joint approach to children's care and learning. As a result, children settle well and make good progress.

It is not yet outstanding because

- Planning is not always rigorous enough to fully utilise individual children's next steps in learning, in order to maximise their development at all times.
- The balance of child-initiated and adult-led activities in the pre-school room is not always effectively managed and planned for to ensure the promotion of children's learning and development at all times.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities in the centre and outdoor play areas, and spoke to staff and children at appropriate times during the inspection.
- The inspector met with the manager and staff team, looked at children's development records, evidence of suitability and qualifications of staff working in the setting, the provider's self-evaluation and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the centre teacher.

Inspector

Donna Green

Full report

Information about the setting

Two Willows Children's Centre Daycare was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed by Leeds City Council and is situated in the Beeston area of Leeds. The setting serves the local area and is accessible to all children. Care is offered to children in five playrooms and a sensory room, and each age group has access to an enclosed outdoor play area. The setting employs 20 members of childcare staff, most of whom hold appropriate early years qualifications, including one with Qualified Teacher Status. The nursery is open five days a week throughout the year from 8am to 6pm, excluding bank holidays. There are currently 110 children on roll who are in the early years age group. Children attend for a variety of sessions. The centre receives funding for the provision of early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- maximise children's progress by further improving and embedding the revamped planning systems to ensure they effectively display children's next steps in learning
- enhance opportunities to further extend and maximise children's learning by ensuring the balance of child-initiated and adult-led activities are better planned for within the pre-school room.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff skilfully support children learning English as an additional language and those children that require some additional language support. They engage children in conversation and understand the importance of giving them the time they need to respond. Staff use sign language and board makers to support children's communication and language skills even further. As a result, all children make good progress in their communication and language considering their starting points. Staff effectively plan small group activities and implement additional strategies for individual children who require more help or further challenge. They build the children's vocabulary at every opportunity during play and daily routines, introducing new words that reflect their experiences. For example, babies are introduced to the concept of 'crunchy' as they eat toast for breakfast. During sand play with older children, staff use mathematical language, such as full, empty and half full, to accompany children's actions. Staff encourage children to listen and join in

with songs. Children enjoy singing songs and anticipate the actions. They enjoy tapping out the sounds in their name during group times. As a result, they are developing early literacy skills. Staff provide a range of resources to encourage the children's developing skills for writing. Children use paintbrushes, chalks and crayons to experiment with as they enjoy writing by making marks during their play. These good experiences underpin the development of their early writing skills.

Staff help children to learn about mathematics. For example, children sing number rhymes and use their fingers as counters as they take away objects. As a result, they are learning simple mathematical concepts of subtraction. Children enjoy a range of activities to develop their imagination and creativity. For example, babies explore a range of tinsel and ribbons, and older children enjoy cutting, shaping and moulding dough. Children are imaginative during their play, for example, they dress up in scarves and glittery fabrics to have tea and cake in the castle. Staff engage in imaginative role play with children and joins them for tea. Children enjoy the interaction and busy themselves making tea for the staff. As a result, children are creatively expressive through imaginative role play.

The quality of teaching is good, staff use observation and assessment to plan children's next steps in learning and children are making good progress. However, planning is less rigorous and does not always fully utilise individual children's next steps in their learning. This is because planning is not clear whose next steps are actually planned for. As a result, children's learning is not fully maximised at all times. Children enjoy their time at nursery and freely access continuous provision. As such, activities throughout the nursery are child-led, however, the balance of such leans too heavily towards child-initiated activities in the pre-school room and there is less of a focus on planning for more adult-led activities to ensure all children make the best possible progress. Staff have positive relationships with parents and work effectively with other professionals. They engage parents in their children's learning well by chatting with them at the end of each session. This communication enables parents to use this information to support their children's learning at home. Children make good progress in their learning and they are acquiring the skills they will need in readiness for school.

The contribution of the early years provision to the well-being of children

Staff in the nursery are very kind and exceptionally caring. Children develop strong, secure attachments with their key person due to the individual care and superb attention each child and family receives from the staff. The settling-in routine is highly flexible and changes to meet the needs of each child. For example, children are visited at home and children and parents visit nursery to stay and play until child settles. As a result, children quickly settle and feel extremely secure in their new environment. When children start at the nursery, the key person spends a great deal of time sensitively talking to parents, inviting them to share what they know about their children as they start so that children's routines and individual needs are clearly known and exceptionally well met. Children demonstrate their closeness with the staff, approaching them for cuddles and to share their experiences. As a result, children's emotional well-being is superbly and effectively supported.

The behaviour of the children is excellent. Children of all ages play intently due to very close adult support. Children learn about the needs and feelings of others through everyday activities. For example, children interact with persona dolls during group times to explore feelings. Children cooperate with each other, take turns and share resources extremely well. Staff skilfully encourage children to be highly independent and to take responsibility around the nursery. For example, children tidy up after play sessions; they sweep up sand and tidy the mark-making area. Children are praised for making the right choices and for being kind to each other, and they respond well to this positive reinforcement. This approach of meaningful regular praise and positive encouragement from staff helps to develop children's a strong self-esteem and a superb sense of achievement.

Children develop healthy lifestyles through daily physical activities and benefit from healthy and highly nutritious meals provided. Children enjoy fruit, milk and water for snacks and well-balanced meals for lunch, such as chicken and vegetables. Children are skilfully supported to serve themselves and staff encourage them by saying 'well done'. Staff gently assist babies and younger children to use cutlery rather than their fingers and model good table manners. Children learn the importance of looking after their teeth by brushing them after each meal, and this helps to develop their self-care skills. Staff teach children about good hygiene as they encourage them to wash their hands before snack and mealtimes and after toileting. Children have access to hand washing facilities and competently use paper towels to dry their hands. Consequently, children are being given clear messages about personal hygiene from an early age and developing good healthy habits. Staff provide regular opportunities for children to enjoy the outdoor environment. Children have access to a wide range of activities and resources, for example, a sand tray, ride-on toys and a mud kitchen. Children enjoy independently pushing trolleys and playing on bikes as they learn to manage risk in a safe environment.

Children's moves within the nursery are well managed and children's key persons effectively support both children and their parents through the process. As a result, children are emotionally prepared and settle well into their new room. Staff provide older children with a variety of opportunities to begin to feel comfortable about their move to school. They ensure children have the independence skills required to be school ready, such as managing their own care needs. Staff also talk to children and read books about starting school. Parents are supported through the process of their child starting school. Staff help parents make informed choices about which school to send their child to and arrange school visits with them. Moves to and from the nursery for those children with special educational needs and/or disabilities are exceptionally well managed. Robust systems are in place to ensure the needs of children and their family are fully met.

The effectiveness of the leadership and management of the early years provision

Staff have a good understanding of the welfare requirements of the Early Years Foundation Stage, and implement them well to promote children's safety. Staff are able to give appropriate examples of possible indicators or signs of abuse or neglect, and safeguarding information is displayed in the nursery. Effective procedures are in place to

support staff should they have any concerns regarding a child in their care. Staff receive regular safeguarding supervision and have all undertaken safeguarding training. The premises are secure and well maintained, and the manager regularly reviews risk assessments for both the premises and outings to safeguard and promote children's safety.

Since the last inspection, staff have attended a range of training which includes child protection, healthy eating and supporting speech and language. In addition to this they have worked with the local authority, discussed the quality of the provision they offer and developed an action plan. Self-evaluation is good and there are clear goals in place for continued development. The management team has a strong commitment to offering high quality care and learning experiences for children. Continuous reflection on practice is enhanced by objective and accurate self-evaluation to sustain improvement. This ensures any areas for development are swiftly identified and promptly addressed. For example, since the last inspection, staff have effectively encouraged children's independence at mealtimes. At snack and meal times children self-serve their own food, pour their own drinks and help to tidy away their plates. New smaller jugs have been purchased so children can lift them and pour their own drinks. Staff seek useful feedback from parents through their daily communications, comments in children's files and the use of an annual questionnaire. This demonstrates they value parents' views and are responsive to their service users.

Staff provide useful and detailed information for parents about the care, learning and development and how the nursery is run. This includes a range of clear and informative policies and procedures and information about the provision. A robust complaint policy and effective procedure is in place and shared with parents to keep children protected. Parents and carers receive a useful update and communications about what their child has been doing during the day; termly newsletters contribute effectively to this process. Parents are able to access all their child's progress and development information and comment on such progress. This ensures that parents are fully informed of their child's experience and they are able to extend activities to the home to provide a consistent approach to children's learning. Parents report that communication is good and they feel informed about their child's progress and overall development. They also comment that they feel emotionally supported. Staff are aware of the importance of engaging in partnerships with other agencies to ensure appropriate interventions for children who may need additional support. They are proactive in sharing information with other providers to ensure continuity for children between settings. This includes agreeing a consistent approach to supporting a child's next stage of development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	512405
Local authority	Leeds
Inspection number	848057
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	110
Name of provider	Leeds City Council
Date of previous inspection	09/02/2012
Telephone number	0113 2706166

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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