

Gipton South Children's Centre Daycare

Gipton South Children's Centre, Coldcotes Grove, Gipton, LEEDS, LS9 6QJ

Inspection date	12/12/2014
Previous inspection date	16/06/2009

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
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are confident in their teaching and provide children with a wide range of activities that capture and sustain their interest. Consequently, children make good progress in their learning.
- Staff develop supportive and trusting relationships with children and their families. They have an excellent understanding of all their individual needs. Consequently, children thrive in the setting.
- Meticulous record keeping and the implementation of highly effective safeguarding policies and procedures are in place. This means that children's welfare is promoted and they are kept safe from harm.
- Excellent partnerships with parents and other professionals mean the most vulnerable children are very well supported and intervention is swift. As a result, children are supported to reach their potential.

It is not yet outstanding because

- The setting's self-evaluation plan does not currently take into account the views of staff, parents and children.
- Occasionally, training plans for less-experienced staff are not always focused on gaps in their awareness of teaching and learning.

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.

Inspection activities

- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the children's centre teacher.
- The inspector carried out a meeting with the manager and checked and discussed a range of policies and procedures.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector took into account the views of parents spoken with on the day.

Inspector

Angela Sugden

Full report

Information about the setting

Gipton South Children's Centre Daycare was registered in 2009 and is one of many settings run by Leeds City Council. It is registered on the Early Years Register and is situated in a modular building in the Gipton area of Leeds. The setting serves the local area and is accessible to all children. There is a secure, enclosed area available for outdoor play. The setting employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens Monday to Friday, from 8am until 4pm, term time only and children attend for a variety of sessions. There are currently 42 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the setting's existing self-evaluation plan by ensuring that the views of parents, staff and children are included, to assist in identifying areas for further improvement

- extend the focused training plans already in place to address the occasional weaknesses in less-experienced staff's awareness of teaching and learning, so that the setting continually improves to benefit the children who attend.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and how children learn. As a result, all children are making good progress in their learning and development and some are making very good progress. Staff carry out regular observations that are precise and accurate. These are used effectively to provide a monthly summary of development and to plan the next steps in children's learning. This means children's learning is individually tailored to their needs. Furthermore, the children's centre teacher moderates the assessments that staff make to ensure consistency in judgements of children's learning and development. Staff provide purposeful, planned and spontaneous experiences which help all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, to make progress from their starting points in all areas of learning. For example, children's dual language heritage is valued and supported by staff. They listen carefully and then ask who they are talking to when children hold imaginative telephone conversations with relatives and move

seamlessly between the different languages they speak. Children enjoy playing with large quantities of different sized and colourful buttons in trays. Children talk about the different colours and demonstrate control in their hand and finger movements as they carefully pick the buttons up and place them on a number line. Staff model other ways to pick the buttons up and encourage children to use tweezers to pick up smaller buttons. They support children's understanding of number as they help them to successfully touch count the buttons from one to 10. Consequently, children are developing a good understanding of mathematics.

Staff provide a stimulating and challenging environment with an excellent range of resources to support children's learning. These are presented at their height so they are able to make independent choices and direct their own play and learning. For example, children confidently select a pretend birthday cake in the home bay area. They use this imaginatively to replicate their understanding of what happens when it is their birthday. Staff skilfully follow and sustain children's interest in this by joining in sensitively with singing 'happy birthday' and cutting the cake. However, on occasions, less-experienced staff interrupt children's sustained play by asking if they want to go out to play, even though the setting offers direct, open access to the garden. Children have lots of time to play, explore and consolidate their learning. They follow their own ideas and concentrate as they explore patterns outside and make wellington boot prints in the mud. They state 'I've made a pattern with my footprint'. Staff talk to them about the patterns they are making and join in with the children as they explore how to make deeper footprints in the mud. The quality of teaching is good. Consequently, children demonstrate their curiosity and are acquiring the skills and dispositions they need to be ready for the next stage in their learning, such as starting school.

Parents are actively involved in their children's learning and development in the setting. This begins with the home visit that staff make before children start at the setting and build on from this. Parents are involved in their children's progress check that staff carry out between the ages of two and three years and are given a summary of this. Staff are very aware of the importance of consistency in supporting children's learning, both in the setting and at home. For instance, they have created a display about dummies and a 'dummy fairy' information pack for parents. This gives clear information about the impact of prolonged use of dummies on children's speech in a playful way, where glitter is used as fairy dust. Parents also borrow themed story books and puppets to share with their children at home which further supports their learning. The progress that children make is shared through daily discussions and learning journals, which parents are encouraged to contribute to. Parents feel well informed about their children's learning and development and talk positively about how the experiences that their children have helped them to progress in their learning and development.

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

Staff are extremely caring and sensitive and provide a very welcoming, safe and nurturing environment for children and their families. Children thrive as they form exceedingly secure emotional bonds with staff. The key-person system is highly effective and the settling-in process is extremely well embedded. All parents are offered a home visit from

their child's key person before children start at the setting. This provides opportunities to discuss all aspects of children's care, routines, dietary needs, likes and dislikes and to establish supportive and trusting relationships with parents. Staff understand children's individual needs and their family circumstances very well, and adapt their settling in and practice to meet these, which gives children a good sense of security and emotional well-being. As a result, children are happy and develop their self-confidence and a strong sense of belonging in the setting. When children are at the stage to move between rooms in the setting, sensitive and supportive arrangements are put in place. Staff and parents plan and work together to support children with their move to the next room. The key person accompanies children during visits to their new room, which offers them a strong sense of security. The garden is accessed throughout the day and offers opportunities for younger and older children to play together, which further supports children for their move between rooms. Additionally, when children move on to the local schools their emotional well-being is strengthened through teachers visiting the setting and children visiting their school.

Children's good health is promoted exceedingly well as staff are extremely aware of the importance of fresh air and physical activity. Staff champion children's entitlements to safe and exciting play opportunities in the outdoors. They ensure that children have open access to the garden each day which promotes their sense of well-being. Staff have created an oasis of beauty with plants and trees and lots of open-ended resources which supports children's independent choices and offers opportunities to use them in imaginative ways. Children mix leaves, soil and twigs in big pans and talk together about what they are cooking. Furthermore, the garden offers valuable experiences that challenge children's learning and development. For example, children climb up and down hills dressed in long fabric capes and act out traditional songs about princesses that they know incredibly well. Staff sensitively remind them to pick up their capes so they do not trip and fall. Consequently, children are learning about the different ways they can keep themselves safe and how to manage risk as they dance up and down the hill.

Children develop good coordination and control of their bodies because they are able to use a variety of equipment that supports this. For example, they learn to weave in and out of willow tunnels and to pedal and negotiate wheeled toys through cones outside. Younger children challenge their physical capabilities as they crawl through tunnels and move their bodies rhythmically in the music and movement room. Children behave very well. This is because staff provide a wide range of age-appropriate and challenging activities that keep children motivated, interested and involved in their learning. Children are well nourished because staff provide them with milk to drink and a good range of healthy foods for their snack. They develop their independence as they choose from the good selection of whole fruits, including exotic Sharon fruit. They use their knife to cut the fruits and talk about the seeds and pips. Staff use praise to acknowledge children's efforts and successes when using the bathroom and washing their hands, which actively encourages children to develop confidence and independence in managing their personal care. As a result, children are developing healthy lifestyles.

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

The setting is led and managed well and there are effective arrangements in place to implement the requirements for the Early Years Foundation Stage. For example, the manager acts very competently as a leader, mentor and motivator of the staff team. The manager is supported by very capable deputy managers who work on a day to day basis with staff and ensure that policies and procedures are followed consistently. Extremely high priority is given to safeguarding children. The arrangements for the recruitment and vetting of staff are robust and follow local authority protocols, which means informed decisions about their suitability are made. Staff are highly trained and extremely confident in their ability to recognise the possible indicators of abuse or neglect and know what to do if they are concerned about a child's welfare or the practice of a colleague. The manager is the designated officer for safeguarding. She ensures that staff fully understand their responsibility around safeguarding children. Along with the deputy managers she makes certain that the recording of any concerns about children's welfare are meticulous and accurate. The staff team are well deployed, which means children are supervised effectively at all times. Children's safety is further assured because the premises are safe and secure, with effective measures in place to ensure there is no unauthorised access to children. Comprehensive risk assessments are also in place and staff carry out daily risk assessments to ensure that the environment and resources are safe and in good order.

Staff demonstrate a secure knowledge of the Early Years Foundation Stage. They know how to captivate children's interests and are skilful in their delivery of activities. This leads to the provision of high quality care and education, which helps children to make good progress in their learning and development. The staff team is well qualified and the management team shows commitment to supporting their professional development. The children's centre teacher spends time each week in the playroom observing staff's practice and the quality of teaching, and provides guidance and support to enhance this as appropriate. During monthly supervision sessions staff discuss their key children and training needs. However, training plans for less-experienced staff are not always focused on gaps in their awareness of teaching and learning, so that the setting continually improves to benefit the children who attend.

The management team are committed to delivering a high quality service for children and their families. They have a good understanding of the strengths and weaknesses of the setting and have put in place development plans for all the children's centre services they provide to ensure continuous improvement. The settings self-evaluation plan is in place and clearly identifies what is done well and what could be improved. However, it currently does not take into account the views of staff, parents and children, to assist in identifying areas for further improvement. Partnerships with professionals and parents are very strong. Individual staff work with health visitors, speech and language therapists and family support workers to promote children's welfare, learning and development needs. This means that clear information is shared between the setting and other professionals and any interventions required are planned and swiftly implemented. Parents speak very highly of the setting, they comment that managers and staff have worked hard to foster their trust and are confident in the support that their children receive from staff. Parents value the wide range of information that staff share to help them with ideas of how they can support learning at home. Furthermore, parents describe how they value and use the recipe for making play dough that staff give them to provide interesting play ideas at

home. This has a very positive impact on the experiences that children have and the progress that they make in their learning.

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	EY384781
Local authority	Leeds
Inspection number	858886
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Leeds City Council
Date of previous inspection	16/06/2009
Telephone number	0113 2405525

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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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