

Shepherds Lane & Choto-Moni Childrens Centre Daycare



Shepherds Lane C C, Shepherds Lane, LEEDS, LS8 5AW

Inspection date	9 March 2015
Previous inspection date	8 July 2011

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is varied. This is because some staff do not always take into account children's stages of development or consider children's their interests. In particular, opportunities are missed to extend children's speaking skills, to enable all children to make good progress.
- The programme to support staff performance is not fully effective. As a result, children experience inconsistencies in staff practice, which affects their overall progress.
- The outdoor environment for the younger children is not fully developed to include all areas of learning, to support children who learn best outside.
- At times, staff deployment is not effective. For example, they will leave the room for short periods of time to complete daily routines. As a result, staff are unable to swiftly respond to children's needs.

It has the following strengths

- First-class partnerships have been established with parents and outside agencies. As a result, children's unique care and learning needs are well met.
- Children of all ages play well together. As a result, they develop positive social skills and good behaviour.
- Children are kept safe. Staff have good systems for assessing and minimising risks, including clear and appropriate policies regarding safeguarding children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff, particularly those teaching the younger children, provide a programme based on the children's individual needs and interests, and which develops speaking skills in particular
- develop the systems to monitor performance management, for example, improve the way that managers oversee and develop the work of the staff team

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

- develop the outdoor environment to give younger children who choose to learn outside a wider range of learning experiences, such as opportunities to build, move, explore and work creatively
- review and improve the organisation of daily routines to ensure that staff consistently interact with the children in their care and that time spent tidying away does not impact upon the quality of teaching.

Inspection activities

- The inspector observed activities in the play areas inside, as well as the outside play space.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the Early Years Teacher in the indoor play space.
- The inspector checked the arrangements for first-aid trained staff and their deployment.
- The inspector looked at children's records, planning documentation and evidence of the qualifications and suitability of staff working in the setting. She also looked at the setting's self-evaluation document and a range of other documentation.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She also held meetings with the management team.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is variable throughout the setting. In the older age group, activities are closely linked to children's interests and stages of development. However, staff who work with the younger children do not always have a clear understanding of children's next steps in learning. This results in activities being mundane and lacking challenge. In addition, staff miss opportunities to enhance children's learning to a good level. For example, while children use the outdoor learning environment, some staff supervise the children and do not engage all children in purposeful discussions that encourage them to think creatively and enrich their vocabulary. In the main, parents are suitably involved in their children's learning because staff talk to them each day and discuss individual achievements. Children's progress files are regularly shared with them, which provide information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interest and achievements from home.

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

The key-person system is well embedded. Children receive lots of praise and recognition for their efforts and achievements, which helps to promote their self-esteem and confidence. Children develop independence and self-help skills as they help to tidy up toys and register themselves at the beginning of each session. Children have opportunities to be active and to engage in physical play inside and outside. However, opportunities for younger children to access all areas of learning outside are less well developed. This reduces some learning opportunities for those children who are more active and prefer to learn outside. Staff are good role models and consistently reinforce positive behaviour. Children develop positive attitudes to others and to learning that help them get ready for the move to school. Children enjoy a varied and nutritious hot lunchtime meal and healthy snacks. However, at certain times of the day some staff are overly preoccupied with tidying and miss opportunities to strengthen their links with children. For example, during morning snack time, too many members of staff unnecessarily leave the room to take pots to the kitchen, rather than spending this time interacting with children.

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

The new manager and her team have suitable knowledge of the Early Years Foundation Stage. They have a clear aspiration to improve and their self-evaluation provides an overview of the improvements they wish to make. However, good quality practice is not yet secure in the younger age groups because of recent staff changes and re-organisation of children's groups. Managers carry out staff supervision and coaching routinely, but the impact of this is not evident in the consistency of staff practice and raising the quality of teaching. Staff have a good understanding of how to keep children safe. They carry out daily risk assessments and remind children how to stay safe, for example, to walk when indoors. Partnerships with other professionals and other settings are established to offer continuity in children's care and learning.

Setting details

Unique reference number	512563
Local authority	Leeds
Inspection number	869455
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	115
Name of provider	Leeds City Council
Date of previous inspection	8 July 2011
Telephone number	0113 2484603

Shepherds Lane & Choto-Moni Children's Centre Daycare was registered in 1990. The setting employs 25 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, including one who holds Early Years Professional status and Qualified Teacher Status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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