

Layfield Day Care Centre & OSC



Layfield Primary School, Everingham Road, YARM, Cleveland, TS15 9TF

Inspection date	8 April 2015
Previous inspection date	8 March 2011

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good because staff plan a balance of adult-led and child-initiated activities to cover all seven areas of learning. Children's individual interests are followed and extended, which means their future learning is well supported.
- Staff encourage children to be independent and effectively develop their self-care skills throughout their daily routines. For example, children understand the importance of washing their hands with soap to get rid of germs. Therefore, children learn how to keep themselves safe and healthy.
- The environment is warm, bright and welcoming, which successfully promotes children's all-round development and emotional well-being. As a result, children are clearly happy and content within their surroundings.
- Staff fully understand their responsibilities to protect children's welfare and know what procedures to follow if they have any concerns. This means children are safeguarded well.
- Self-evaluation systems are used to identify strengths and areas for future development. The manager works closely with other professionals, including the local authority, to ensure continuous improvement is maintained.

It is not yet outstanding because:

- Occasionally, staff do not use effective questioning techniques to help children extend their critical thinking skills.
- Partnerships with some local schools have not been fully developed to establish a consistent and complementary approach to children's learning.

What the setting needs to do to improve further

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

- enhance children's critical-thinking skills, by making the most of every opportunity to skilfully question children throughout their activities and by allowing enough time for them to respond
- strengthen partnerships with some local schools so that there is a more effective method for sharing more detailed information and complementing children's learning and development.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the management team, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff complete regular observations and assessments to recognise children's achievements and identify their next steps in learning. There are effective tracking systems in place, which enables staff to quickly identify and address any gaps in children's learning. As a result, all children make good progress, in readiness for the next stage in their learning at school. Staff provide children with a wide variety of fun and exciting learning experiences. This means children remain consistently engaged and interested in their activities. Children develop their problem-solving skills as they take part in a threading activity and express their creativity as they make patterns using tools in the paint. There is a good range of resources, which enables children to make their own choices and become motivated learners. Children's communication and language skills are generally well promoted as staff interact well with them and engage in constant discussion throughout their play. However, occasionally, staff miss opportunities to skilfully question children and ensure they have enough time to respond, to further develop their critical-thinking skills. Effective strategies are used to ensure parents feel informed about their children's learning and development. They are regularly invited to parents' evening, where they have the opportunity to talk to their child's key person. They receive daily feedback from staff.

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

An established key-person system enables children to form secure attachments and develop positive relationships. This ensures children feel confident and self-assured. Staff act as good role models as they effectively manage children's behaviour. They provide children with clear and simple explanations to ensure they fully understand the boundaries and expectations. Consequently, children learn to play cooperatively, to share and take turns. Staff support healthy lifestyles as children are provided with balanced meals, have access to individual water bottles and participate in physical play. Children thoroughly enjoy exploring the outdoor environment as they use magnifying glasses to hunt for worms and set up dens in the wigwam. Staff have established good links with the host school and work closely with teachers. However, partnerships with the other primary school in the local area are not yet fully developed to ensure consistency and continuity, even though some children attend both settings.

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

The manager and staff are well qualified, which means they fully understand and implement the requirements of the Early Years Foundation Stage. Monitoring systems are used to ensure children are progressing well in all areas of learning. Staff are well supported to further their professional development as they attend regular one to one meetings, appraisals and training courses. Partnerships with parents are good, which makes a strong contribution to meeting the individual needs of children. Parents make comments, such as, 'Staff are very supportive and offer a flexible service' and 'We are very happy with everything'.

Setting details

Unique reference number	EY408915
Local authority	Stockton on Tees
Inspection number	850957
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	106
Name of provider	4 Children
Date of previous inspection	8 March 2011
Telephone number	01642 782662

Layfield Day Care Centre & OSC was registered in 2010. It operates from a Children's Centre building attached to Layfield Primary School. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the manager who has Early Years Professional Status. The setting opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The setting also provides out-of-school care. The setting receives funding for the provision of early education for two-year-old children.

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