

# Chapel Allerton Children's Centre Daycare

Blake Grove, Chapel, Allerton, Leeds, LS7 3LT



<b>Inspection date</b>	31 July 2015
Previous inspection date	22 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The provider has failed to notify Ofsted of a change of manager.
- The outdoor area is less effectively planned to maximise learning opportunities for those children who prefer to play outdoors.
- Staff miss opportunities to promote children's independence.

### It has the following strengths

- Children develop strong, trusting relationships with friendly staff through an effectively managed key-person system. As a result, children are confident, happy and settled.
- Teaching is good and children develop positive attitudes to learning as they engage in purposeful activities. Therefore, children are prepared well for future moves to school.
- Staff place a strong emphasis on supporting children to acquire language and communication skills. They speak clearly and reinforce what they are saying through gesturing. This ensures that all children, including those who speak English as an additional language, are supported well to develop these skills.
- Partnerships with parents are excellent. Staff use highly effective information sharing practices to promote a shared approach to children's learning and care.
- Staff have an excellent knowledge of child protection procedures and receive regular training, so that they know how to report and refer concerns. The environment is safe and security is given high priority. This effectively protects children from harm.

## What the setting needs to do to improve further

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

- provide even more rich and varied learning opportunities in the outdoor area to promote learning for those children who prefer to play outdoors
- make better use of opportunities for children to do things for themselves and be independent.

### To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are notified of a change of manager (compulsory part of the Childcare Register)
- ensure Ofsted are notified of a change of manager (voluntary part of the Childcare Register).

### Inspection activities

- The inspector observed activities in two playrooms and spoke to the children and the staff.
- The inspector looked at children's records, evidence of the suitability of staff and a sample of documentation, including policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day.

### Inspector

Susie Prince

## Inspection findings

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

Staff monitor children's progress well, through observation and assessment. They plan purposeful learning experiences that are well matched to children's individual needs. As a result, children make good progress in their learning and development. Staff are animated and enthusiastically play alongside children to extend and enhance their learning. They skilfully ask children questions that stimulate their thinking and help them to voice their ideas and opinions. Children eagerly explore the nursery garden and use magnifying glasses to look closely at what they find. Staff use this opportunity to promote children's mathematical skills, as they invite them to count the number of legs on each insect they have found. Children solve simple problems because staff provide guidance without doing things for them. For example, staff encourage children to find different ways to explore the way water flows. The indoor environment is well resourced and provides a wealth of opportunities for children to follow their own interests and select resources. However, the outdoor area is less effectively planned to stimulate and extend learning for those children who prefer to play outdoors.

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

Children are happy and confident because staff provide a welcoming, friendly environment. However, the welfare requirements have not all been met to fully promote children's well-being. Children behave well because staff are consistent in their approach to behaviour management. They plan specific small-group activities to teach children how to take turns and work cooperatively together. Children are physically active and benefit from healthy meals and snacks. This promotes their good health. The daily routine is well planned to minimise disruptions to children's play. However, staff do not always make the best possible use of opportunities for children to be independent by doing things for themselves, as part of the daily routine. Strong links with other settings are well established. This promotes consistency in children's care and learning.

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

The provider has failed to inform Ofsted of a change of manager. This is a breach of the Early Years Foundation Stage requirements. However, this does not have a significant impact on children's welfare because the new manager has been suitably checked through the Disclosure and Barring Service. The setting employs a team of well-qualified staff who have a secure knowledge of how children learn and development. This has a positive impact on the quality of teaching. The manager monitors the delivery of educational programmes through regular staff meetings, evaluation procedures and observations of practice. Effective procedures are implemented to manage staff performance and identify and address their training needs. Managers conduct regular supervision meetings with staff to monitor individual children's progress. They successfully use tracking systems to oversee the progress of children throughout the setting. Self-evaluation is used well to identify strengths and weaknesses in practice and drive improvement.

## Setting details

<b>Unique reference number</b>	512561
<b>Local authority</b>	Leeds
<b>Inspection number</b>	952863
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	22 March 2011
<b>Telephone number</b>	0113 395 2410 (11)

Chapel Allerton Children's Centre Daycare was registered in 1994. The setting employs 16 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

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