

# Parklands Children's Centre Daycare

Dufton Approach, Leeds, West Yorkshire, LS14 6ED



## Inspection date

10 December 2015

Previous inspection date

28 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and some staff demonstrate outstanding practice in their interactions with children. Staff spend time positively interacting with children and encourage the effective development of their language skills.
- Parents are encouraged to contribute what they know about their children's learning and experiences. They are provided with regular, detailed information about their children's progress and the steps needed to build upon. Parents report that they are extremely happy with the education and care their children receive.
- The team work effectively in partnership with external agencies to support children and help them reach their potential. Children make good progress.
- Care practices effectively promote children's physical and emotional well-being. Children are confident and motivated. They form secure attachments to their key persons.
- Staff are good role models. Children are encouraged to be polite and kind to each other. Staff use consistent messages and children learn to respect boundaries and rules.

### It is not yet outstanding because:

- Although staff complete observations of children and assess the progress they make, the information gathered is not used to full effect to plan targeted and challenging activities to elevate children's progress to an outstanding level.
- While self-evaluation is used well to drive up standards in the provision, staff are less knowledgeable about the priorities for improvement and do not make effective use of these to improve the quality of the provision.

## What the setting needs to do to improve further

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

- strengthen the observation, assessment and planning processes and sharply focus on raising all children's attainment to the highest level
- enhance systems for sharing priorities for improvement that encourage staff to advance the quality of their practice and the provision.

### Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed children and staff during a range of activities in the indoor and outdoor areas.
- The inspector conducted a joint observation with the assistant manager.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, evidence of the suitability of staff and first-aid qualifications.
- The inspector held discussions with the senior management team.

### Inspector

Amanda Forrest

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of the signs of abuse and how to respond quickly if they have concerns about a child. The premises are maintained very well and are extremely clean. This helps to promote children's safety and good health. Leaders monitor staff performance to ensure they provide good quality teaching and learning experiences for children. Staff are well qualified and actively seek to improve their knowledge and skills through additional training. This equips them to support children to make good progress. An appreciation of diversity is embedded in the provision's practice. Children come from a diverse range of backgrounds and abilities and are all valued individually. There are opportunities to learn about similarities and differences in the wider community and this helps support inclusive practice. Self-evaluation is in place. Managers demonstrate a high level of commitment and regularly review practice to continuously improve the quality of the provision.

### Quality of teaching, learning and assessment is good

Children happily play alongside staff who encourage and motivate them to be enthusiastic in their learning. Staff join in children's play and follow their suggestions and ideas as they explore and learn together. Staff have a good understanding of how children learn. They take account of children's individual learning styles. Together with children's interests, these are incorporated into the activities staff provide to ensure children engage successfully in learning. Staff skilfully adapt their teaching skills to accommodate different abilities. For example, they use simpler language for children who are learning to speak English. Children learn to listen to instructions during activities and have plentiful opportunities to practise their early writing skills. This helps prepare them for when they start school. Staff regularly assess what children know and can do. This helps staff plan for children's next steps in learning, which are challenging but achievable.

### Personal development, behaviour and welfare are good

Staff frequently praise children for their efforts and successes in learning, which contributes to their development of motivation and good self-esteem. Staff demonstrate good skills when reassuring children, so that they settle quickly and develop emotional well-being. Children learn which foods contribute to a healthy diet. Children independently make choices from a wide range of stimulating and exciting play equipment. They move freely between the indoor and outside environment and have very good self-help skills. This supports their all-round learning and development. Children are encouraged to test their developing coordination skills by taking well-managed risks. Staff provide a variety of activities to help children to learn how to stay safe in different situations, as part of developing the skills needed to later manage their own safety.

### Outcomes for children are good

All children, including those who speak English as an additional language, disabled children and those with special educational needs, are supported very well to make good progress. This helps them acquire some of the key skills needed to prepare them for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	512425
<b>Local authority</b>	Leeds
<b>Inspection number</b>	848058
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	28 June 2010
<b>Telephone number</b>	0113 2328099

Parklands Children's Centre Daycare was registered in 1998. The provision employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. It is open Monday to Friday from 8.30am to 11.30am and 12.30pm to 3.30pm during term time only. The provision supports children who speak English as an additional language, disabled children and those who have special educational needs. The provision receives funded early education for two-, three- and four-year-old children.

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