

Burley Park Children's Centre Daycare

St Matthias Street, Burley, Leeds, West Yorkshire, LS4 2DZ



Inspection date 8 January 2016
Previous inspection date 2 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff have a good understanding of the learning and development requirements and how young children learn. They plan activities that appeal to children's interests and support their progress across all areas of learning.
- Staff support children well at times of change. Effective procedures for sharing information ensure that children are well prepared when they move through the nursery and eventually start school.
- Staff skilfully support disabled children and those with special educational needs. They incorporate the targets of specialist services into their educational plans for children. This helps all children to make good progress from their individual starting points.
- A well-established key-person system supports children's emotional well-being effectively. Staff get to know children well and support their individual needs.
- The management team demonstrates a good understanding of their roles and responsibilities and is driven to improve all aspects of the provision. A thorough system of self-evaluation produces clear plans for development. Children benefit from ongoing improvements in the delivery of educational programmes.

It is not yet outstanding because:

- Occasionally, the organisation of group activities does not always ensure children are consistently and effectively engaged in their learning.
- The information staff collect from parents when children first start is not always precise enough to accurately identify their initial stage of development and starting points.

What the setting needs to do to improve further

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

- review and improve the planning and organisation of group activities to ensure all children are fully able to engage in effective learning at these times and develop their listening and concentration skills further
- gather more precise information from parents about children's learning and development at home to provide a more accurate understanding of their initial abilities and improve the effectiveness of planning when children first begin to attend.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Comprehensive policies and procedures are understood by all staff who fully understand how to report any concerns. Rigorous risk assessments are undertaken which help to ensure children's safety in all areas of the nursery. The management team carefully check children's progress and highlight areas where individual or groups of children may need extra support. Staff benefit from strong arrangements for support and supervision. They feel valued and morale is high. They are well qualified and committed to continuous professional development. This helps to further improve the current good standards of teaching. Partnerships with parents have been improved and support children's learning both in the nursery and at home, particularly for those identified as needing extra support.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff accurately observe and assess children's progress. This helps them to identify what children need to learn next and plan activities that support them to make progress. Staff support children's developing communication skills well. They listen to children, engage them in conversations and introduce new words. They use visual aids and signs during activities to support children who speak English as an additional language and those with speech and language difficulties. This helps all children to make good progress in communication and language development. Children have lots of opportunities to develop their imaginations and creative skills. For instance, children enthusiastically sing along as they pretend they are on a bus journey outdoors. They discuss where their journey may take them. Staff understand and incorporate children's individual learning preferences. For example, children who prefer to play outdoors, practise early writing skills as they make marks in the mud with sticks.

Personal development, behaviour and welfare are good

Staff communicate very well with parents to ensure that they fully understand children's needs before they start nursery. This contributes significantly to the strong attachments children form with staff and helps them to feel secure and gain confidence quickly. Children learn about how to stay fit and healthy. They enjoy playing outdoors in all weathers and are offered nutritious meals and snacks. Children behave well. They learn to understand the feelings of others and respect each other as staff sensitively discuss the differences amongst themselves and about other people and cultures in the world. Staff offer children an abundance of praise and encouragement. They are patient and give children lots of time to complete activities at their own pace. This gives children a strong sense of achievement and contributes to their high levels of self-esteem.

Outcomes for children are good

All children make good progress. Effective intervention from staff helps those children with lower starting points to make more rapid progress and catch up in their learning. Children develop early reading, writing and number skills which help to prepare them for moving on to school.

Setting details

Unique reference number	512420
Local authority	Leeds
Inspection number	872367
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	68
Number of children on roll	97
Name of provider	Leeds City Council
Date of previous inspection	2 March 2012
Telephone number	0113 275 5044

Burley Park Children's Centre Daycare was registered in 2006. The nursery employs 26 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, including six members of staff who hold appropriate early years qualifications at level 6. The nursery opens from Monday to Friday for 51 weeks of the year, except for bank holidays and occasional training days. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children, those with special educational needs and those who speak English as an additional language.

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