

Shepherds Lane & Choto-Moni Childrens Centre Daycare



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

Inspection date 5 February 2016
Previous inspection date 9 March 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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

- Leaders and staff have worked hard to make the required improvements since the last inspection. They understand what they do well and what they still need to improve, and show great drive and determination to achieve even higher standards.
- Robust performance management of staff has led to significant improvements in the quality of teaching. Children are making good progress and are well prepared for school as a result.
- Staff take time to get to know the children and their families and have developed extremely strong and trusting relationships, helping all children to thrive.
- Children are learning to share, take turns and are developing friendships. Any disagreements are handled sensitively and children are supported to consider and respect the feelings of others.

It is not yet outstanding because:

- Older and more able children are not always provided with learning opportunities that fully challenge their thinking and maximise their learning. In addition, mathematics is not as well promoted as other areas of learning.
- Leaders do not fully utilise the skills and expertise of the more experienced and skilled staff to help improve the quality of teaching where it is weaker.

What the setting needs to do to improve further

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

- ensure teaching fully challenges the learning of older and more able children and better supports all children's mathematical development
- enhance professional development opportunities to help staff to learn from one another and improve the quality of teaching where it is weaker.

Inspection activities

- The inspector observed children taking part in a range of activities in each of the rooms as well as the outdoor play area.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector carried out a joint observation with the children's centre teacher.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher HMI

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff are confident to follow the robust policies and procedures in place and know what to do if they have a concern. They work very well with other professionals and parents so they have a thorough understanding of each child's needs in order to fully promote their safety and welfare. New staff are particularly well supported to ensure they understand their roles and responsibilities right from the start. They are allocated a mentor, and a wide range of training is provided early on, which they highly value. Leaders and staff work well with other professionals to improve practice and secure good outcomes for children. However, staff do not routinely have opportunities to observe and learn from one another to help further develop their practice.

Quality of teaching, learning and assessment is good

Great care is taken to make sure all checks staff make on children's progress are accurate and any gaps in their learning are swiftly identified. Consequently, staff know what support children need to help them catch up. For example, recently staff have been focussing on promoting children's speaking and listening skills, as this is an area where a number of children are doing less well. The outdoor area has greatly improved and staff fully embrace the learning opportunities the outdoors provide. Activities and resources engage and excite children, and staff interact well to promote their learning. Children delight as they make bubbles and try and catch them; they also become engrossed in preparing meals in the mud kitchen. Staff work well with local schools to ensure children are well prepared for the move and teachers understand the needs of the children.

Personal development, behaviour and welfare are good

The home visits carried out before children start ensure all parents share what they know about their child. This helps staff support children to quickly settle in and promote their learning and development right from the start. Disabled children are exceptionally well cared for by their key worker and children are developing a good understanding of, and respect for, the differing needs of others. Children are engaged in their learning well overall and as a result they are well behaved. They go to staff when they need help or comfort, yet confidently and independently take care of themselves and others. Ample opportunities are provided for children to be physically active and take safe risks. Healthy meals are enjoyed together with staff, making them a relaxed social occasion. Staff take full advantage of the learning opportunities they provide.

Outcomes for children are good

Children show a mature understanding of the sometimes complex needs of their friends and greatly enjoy their company. They are learning to respect and celebrate each other's differences through the range of activities provided; for example, making cards for Chinese New Year. Children's individual needs are very well promoted. They are interested and motivated to learn most of the time, due to the support they receive from staff. All children, including disabled children and those with additional needs, are making good progress and are quickly catching up where they are at risk of falling behind.

Setting details

Unique reference number	512563
Local authority	Leeds
Inspection number	1031699
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	50
Number of children on roll	89
Name of provider	Leeds City Council
Date of previous inspection	9 March 2015
Telephone number	0113 2484603

Shepherds Lane & Choto-Moni Children's Centre Daycare was registered in 1990. The setting employs 18 members of childcare staff. Of these, two hold Qualified Teacher Status, two hold appropriate early years qualifications at level 6 qualification, one at level 5, nine at level 3 and three at level 2. Staff are supported by a children's centre teacher. 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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