

Chapel Allerton Children's Centre Daycare

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



Inspection date

7 April 2016

Previous inspection date

31 July 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

- Teaching is consistently strong with some outstanding elements. Staff know children well and use their in-depth knowledge of children's needs to plan precisely for their learning.
- Staff are well qualified and demonstrate a secure knowledge of how children learn. They are supervised and monitored exceedingly well, which helps to ensure that teaching is of high quality.
- Children's communication and language skills are developing well and children who use English as an additional language are supported particularly well.
- Children are very independent and are provided with a wealth of opportunities to do things for themselves and acquire self-care skills.
- Partnerships with parents are exemplary. They are fully involved in children's learning and are invited to attend workshops and parents' evenings to find out how they can support children's learning at home.

It is not yet outstanding because:

- Links with feeder schools are strong. However, partnerships with other settings that children attend are not yet sufficiently developed to support children to make optimum progress.
- Occasionally, staff do not fully consider the organisation of group time. Therefore, some children are not provided with the best possible opportunities to develop listening and concentration skills.

What the setting needs to do to improve further

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

- develop partnerships with other settings that children attend and share relevant information to promote a collaborative approach to learning
- focus more precisely on developing children's concentration and listening skills, particularly during group times.

Inspection activities

- The inspector observed the quality of teaching during activities in all three rooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a member of the management team.
- The inspector looked at recruitment procedures, suitability of staff, children's assessment records and a sample of policies.
- The inspector held a meeting with the management team and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The setting is led by a team of accomplished managers who are committed to providing a high-quality service. Self-evaluation is used successfully to reflect on practice and drive continual improvement. Children's progress is carefully monitored and data is collated to assess the impact of teaching against outcomes for children. This helps staff to plan relevant interventions and close any gaps in children's learning. The arrangements for safeguarding are effective. Recruitment procedures are robust and staff are thoroughly checked and vetted. Security is good and detailed risk assessments are conducted to minimise hazards and protect children from harm. Staff have an excellent knowledge of the possible indicators of abuse and know how to report concerns about children's welfare. Children practise fire drills regularly and talk confidently about how to evacuate the premises safely.

Quality of teaching, learning and assessment is good

Staff use detailed observation and assessment to carefully plan for children's future learning. They gather comprehensive information from parents about children's learning and interests at home, and use this to complement their teaching. Children are motivated learners who become engrossed in activities. They are supported by experienced staff who help them to gain new skills and knowledge. Babies are curious and explore the colourful environment with confidence. They excitedly investigate a range of resources using their senses. Older children throw bean bags accurately at a target and skilfully count and identify written numerals. They concentrate intently as they transport soil from one container to another. Children attempt to collect water using a draining spoon, and staff help them to consider why this is not working. Children experiment with paint and find out what happens when they mix colours together. Staff ask a wide range of questions and help children to develop thinking and problem-solving skills.

Personal development, behaviour and welfare are good

The key-person system is managed well. Children develop strong bonds with the friendly and attentive staff. They move freely between the well-planned indoor and outdoor environments and select resources to support their play. Children's physical health is promoted well through nutritious meals, good hygiene routines and regular exercise. Children behave well and are involved in the setting of rules. This means that they understand what is expected of them, so that they can regulate their own behaviour. Overall, staff have developed strong links with local feeder schools. They exchange detailed information with them to support seamless transitions.

Outcomes for children are good

Children are strong communicators who talk about their intentions and ideas. Babies babble and experiment with sound in response to the staff's warm interactions. Children are sociable and play cooperatively together. They behave well and take turns and share resources fairly. Children are very independent and confidently follow their interests and make decisions about their play. They are making good progress towards the early learning goals and are prepared well for later moves to school.

Setting details

Unique reference number	512561
Local authority	Leeds
Inspection number	1023665
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	56
Number of children on roll	70
Name of provider	Leeds City Council
Date of previous inspection	31 July 2015
Telephone number	0113 395 2410 (11)

Chapel Allerton Children's Centre Daycare was registered in 1994. The setting employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. 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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