

Harehills Children's Centre Daycare

Cowper Terrace, Harehills, Leeds, LS9 7BA



Inspection date

18 April 2016

Previous inspection date

6 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Sometimes, staff are not deployed well in rooms to ensure children are effectively supported and challenged in their play.
- Some staff are not fully aware of all the different languages children speak. They do not effectively plan opportunities for children to use their own languages in their play and learning.
- Staff do not fully use children's interests, individual needs and stages of development to challenge children aged between two- and three-years-old.
- Some information gathered on children's progress is not evaluated and acted upon quickly in order to improve outcomes for boys.

It has the following strengths

- Staff manage children's behaviour very well. They teach children the rules and boundaries and behavioural expectations. Staff talk to children calmly and sensitively to help support their emotional needs and develop their social skills.
- Staff have created very good relationships with children and their families. They know them well and offer a wide range of support. Parents feel very included in their child's learning and highly praise staff.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ deploy staff effectively at all times to ensure children's play and learning is supported and they are effectively challenged 	29/04/2016
<ul style="list-style-type: none"> ■ ensure staff are fully aware of all children's additional languages and use this information to plan opportunities to support them to use their home language in their play and learning 	06/05/2016
<ul style="list-style-type: none"> ■ ensure that children's individual needs, interests and stage of development are used to plan challenging and enjoyable experiences, with specific regard to children aged between two- and three-years-old. 	06/05/2016

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

- use the information gathered on the progress of specific groups of children to plan activities and learning opportunities that raise the attainment of boys.

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information Ofsted received from the provider.
- 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 children's centre teacher.
- The inspector held a meeting with the nursery manager, children's centre teacher and provider. She looked at relevant documentation, such as the setting's self-evaluation documents, policies, procedures, medication records and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management requires improvement

The inspection was prioritised following concerns being raised about the provider's medication procedures after a child was given medication prescribed for another child. The inspection found that the provider has ensured all staff are trained in the new medication policy and fully understand how to administer medication safely. Safeguarding is effective. Staff have a thorough understanding of the different types of abuse. They are clear about the signs and symptoms of abuse and have clear reporting systems in place. The premises are safe and secure. Risk assessments are in place to ensure no unauthorised people can access the building unaccompanied. There are clear policies and procedures in place which are reviewed regularly. The leadership and management team works well together. They monitor and collect data on children's progress and attainment. However, their findings are not always sufficiently focused on the attainment of boys. Staff receive regular training and the management team tailors this to their specific needs. There is a positive attitude to change and the team know the areas in which further development is needed to improve.

Quality of teaching, learning and assessment requires improvement

The quality of learning opportunities within the different age groups of children is inconsistent. Babies and children aged between three- and four-years-old are challenged in their play. Babies are developing good communication and language skills. Staff talk to them as they play and encourage them to repeat words. Older children demonstrate vivid imaginations as they pretend to cook in the mud kitchen. Some children pretend to fly to the moon in a rocket and staff ask meaningful questions to promote their language and thinking skills. However, the deployment of staff in the room for two- to three-year-old children is not effective in challenging these children in their play and learning. Staff caring for these children do not always use information about their interests and capabilities to plan challenging activities. In addition, those who speak English as an additional language do not have sufficient opportunities to use their home languages in play. All children are regularly observed and assessed and their progress shared with parents.

Personal development, behaviour and welfare require improvement

Staff support children to understand how to share and be kind and considerate to each other. They teach children social skills and work hard to create strong attachments with children and their families. Staff liaise closely with families regarding any injuries or accidents children may have in the setting. These are appropriately recorded. Staff are committed to caring for children well and developing their emotional well-being. They supervise children at all times and meet their care needs while promoting their independence. For example, children confidently use the toilet while staff are close to assist when needed.

Outcomes for children require improvement

Overall, children are ready for school. They are confident and motivated to learn. They are curious and are developing skills for future learning. Children are learning early literacy skills, such as letter sounds and many write their names.

Setting details

Unique reference number	EY338756
Local authority	Leeds
Inspection number	1047938
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 - 5
Total number of places	89
Number of children on roll	150
Name of provider	Leeds City Council
Date of previous inspection	6 January 2014
Telephone number	0113 3782291 0113 3782290

Harehills Children's Centre Daycare was registered in 2006. The setting employs 24 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. 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 and supports children with English as an additional language.

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