

Gipton North Children's Centre Daycare



Gipton North Children's Centre, Thorn Walk, Gipton, Leeds, LS8 3LP

Inspection date	14 March 2017
Previous inspection date	22 October 2013

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 support children's language and communication skills excellently, including those who speak English as an additional language and children who have special educational needs and/or disabilities. For example, children take part in targeted language groups to support early communication and speech.
- Staff work well as a team and know the strengths of the nursery. The manager effectively reviews practice and ways in which the nursery can improve children's outcomes. The manager has worked hard and has a clear vision for continuous improvement. She strives towards the nursery reaching outstanding.
- Staff have strong links with other professionals. They seek advice from specialist professionals, as and when necessary, to help them support children. This promotes a collaborative approach to meet the individual and emotional needs of children.
- There is a highly stimulating and well-resourced area both indoors and outdoors. This helps motivate children to become busy learners as they explore new experiences.
- Children behave well and are happy, settled and confident in the play rich environment. Staff prepare children very well for their moves between rooms in the nursery and to school.

It is not yet outstanding because:

- The procedures used for monitoring staff practice are not yet focused fully on raising the quality of teaching to an even higher level.
- Occasionally, the teaching during large-group times does not inspire or engross children enough and they find it difficult to remain fully engaged in the activity.

What the setting needs to do to improve further

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

- focus more precisely on the methods used to evaluate staff performance and drive the quality of teaching in the nursery to an even higher level
- reflect on and review the organisation and teaching of group activities to help consistently inspire and engross children.

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 spoke with staff and children during the inspection and viewed all areas of the premises used by children.
- 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 and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff regularly attend training and update their safeguarding knowledge. They fully understand their responsibilities to protect children in their care. There is a wide range of policies and procedures in place, which underpins practice. An established system of frequent staff meetings and supervisions helps staff to feel valued. Staff induction and vetting procedures are robust to help ensure children are cared for by suitably trained, experienced and qualified staff. Staff have created strong relationships with children and their families. This helps children to feel safe and secure. Parents spoken to during the inspection express their satisfaction with the nursery. Effective links are in place with local schools to help ensure that children's move to school is smooth.

Quality of teaching, learning and assessment is good

Well-qualified staff complete observations of children as they play. Tracking of children's progress is targeted and precise. Any gaps in children's development are identified and addressed quickly. Staff enthusiastically invite children to join in with activities and engage them in friendly conversations and group discussions. This helps children to develop a sense of belonging and motivates them to learn. Toddlers develop their hand-to-eye coordination and early literacy skills. They make marks using different coloured pencils. Staff provide a wide range of heuristic resources that can be used in different ways. This helps to support children to use their imagination.

Personal development, behaviour and welfare are good

Children's social and emotional development are promoted well. Children learn to make relationships, which helps to develop their self-confidence and self-awareness. Key persons work closely with parents to support children's learning from the start. Staff obtain relevant information about each child's background, learning abilities and care needs. This helps children to form secure attachments, contributing to their emotional well-being. Staff provide children with a range of opportunities to develop their physical skills. For example, older children pretend to be pirates and explore the outdoor area, searching for treasure. Children are provided with healthy snacks and staff discuss healthy food choices. This helps children to be aware of the importance of healthy eating. Staff promote equality and diversity well and children enjoy activities based on cultural festivals.

Outcomes for children are good

Children develop positive attitudes towards taking part in most learning experiences. For example, older children confidently take part in word rhyming games. Children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Children's mathematical development is well supported. They increase their awareness of shapes, colours, number and size during activities. All children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress in their learning and development. Children are motivated learners who acquire skills and develop confidence in preparation for starting school.

Setting details

Unique reference number	EY384782
Local authority	Leeds
Inspection number	1065294
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	52
Number of children on roll	85
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Date of previous inspection	22 October 2013
Telephone number	0113 2405168

Gipton North Children's Centre Daycare was registered in 2009. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. This includes one staff member with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and the period between Christmas and New Year. Sessions are from 8am until 6pm, except for the second Wednesday of each month when the nursery closes for a staff development session. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

