

Harehills Children's Centre Daycare

Cowper Terrace, Harehills, Leeds, LS9 7BA



Inspection date	26 April 2017
Previous inspection date	18 April 2016

	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

- Since the last inspection the setting has made significant improvement. Staff plan challenging activities for children. Staff are deployed effectively to support children's learning and the various languages children speak are celebrated and fully embraced.
- Staff have created effective relationships with parents. A constant two-way flow of information ensures children's well-being and learning needs are effectively met. Parents are complimentary about staff who know their family's needs very well.
- Children are developing good communication and language skills. Staff focus on supporting children's confidence to speak and extend and develop their vocabulary. Staff skilfully ask children questions and encourage conversations, enabling them to express themselves.
- All children are making good progress. Staff carefully plan for children's individual needs and monitor their development closely.

It is not yet outstanding because:

- The management team does not always share all targets for improvement with all staff to ensure that maximum improvement to the setting is consistently made.

What the setting needs to do to improve further

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

- share more information with staff to help drive further improvement in the setting.

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 had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Staff are committed to delivering high-quality care and learning for children. They are enthusiastic about attending training courses and have recently attended training on developing professional relationships with parents. The management team meets with staff regularly and encourages them to continuously develop professionally. As a result, staff are well qualified and knowledgeable. Staff are fully aware of their role and responsibility to protect children from harm. They update their safeguarding knowledge regularly and are confident in referring any concerns they have to the relevant professionals. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Staff use children's interests to plan stimulating and exciting activities. For example, they help children build snowmen out of play dough and create bubbles outside for children to jump and catch. Staff extend children's learning during play. They constantly role model to children and teach them new skills, such as manipulating dough and using tools to make marks. Observations of children playing enable staff to make regular assessments of their learning which are monitored by the management team. Staff are supported by the management team to develop their teaching skills further and are skilled at involving all children in activities. Staff encourage children's thinking skills and allow them time to develop their own ideas. Children who have special educational needs and/or disabilities are very well supported. Individual time is allocated to focus on their needs and support their development. All parents are fully involved in children's learning and both parents and staff work harmoniously with other professionals to support children's individual needs.

Personal development, behaviour and welfare are good

Children behave very well. Staff use praise and encouragement to teach children right from wrong. Staff encourage children to discuss their feelings and make friendships to help develop their social skills. Strong attachments have been formed between children and staff. Staff meet children's emotional needs very well. Children are learning how to lead a healthy lifestyle. They access the outdoors to exercise whenever they wish and the cook sits with older children at mealtimes discussing the healthy dishes she has prepared. Children enjoy a wide variety of nutritious meals and snacks.

Outcomes for children are good

Children are prepared well for school. Staff teach children skills for their future learning, including having the confidence to ask questions. Children are enthusiastic to learn, they listen well, follow instructions and make relationships with others. Children are developing good foundations for their early literacy. They enjoy stories and are developing their early writing skills. Children are encouraged to make marks and are supported to count and develop an understanding of mathematical language.

Setting details

Unique reference number	EY338756
Local authority	Leeds
Inspection number	1096062
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	1 - 4
Total number of places	89
Number of children on roll	110
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Date of previous inspection	18 April 2016
Telephone number	0113 3782291 0113 3782290

Harehills Children's Centre Daycare was registered in 2006. The setting employs 20 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or 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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