

# 79 2 81 Childcare Ltd

81 Stonegate Road, Leeds, LS6 4HZ



## Inspection date

Previous inspection date

9 February 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Clear plans are in place to evaluate the nursery to identify and address any areas for development. Specific tasks and responsibilities are delegated to senior leaders, with progress closely monitored to secure improvements.
- Staff know their families well. They always take time to talk with parents when they come to them for support and guidance or to check on their child's progress. All parents speak highly of the nursery and staff.
- Great emphasis is placed on establishing strong relationships between staff and children. This has proved particularly successful in helping children who are shy and lack confidence to settle into nursery.
- Staff regularly observe children and monitor their progress. They identify individual next steps, and through their teaching help children to achieve their goals and catch up where at risk of falling behind.
- The majority of children in the setting achieve the skills and abilities expected for their age, and leave the setting ready for school.

### It is not yet outstanding because:

- Systems for staff supervision are relatively new. Time is needed to embed these, in order to have an even greater impact on improving the quality of teaching.
- The impact of additional funding on children's learning is not monitored to make sure outcomes are improving for these children.
- Children's play is sometimes interrupted by moving groups of children from one area of the nursery to another, or when staff carry out daily routines, such as nappy changing. As a result children's play and learning is interrupted.

## What the setting needs to do to improve further

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

- ensure that routines and adult led group activities do not unnecessarily interrupt opportunities for children's play and learning
- ensure that the impact of additional funding on children's learning is clearly monitored and recorded to ensure outcomes for these children are improving
- embed systems for supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further.

### Inspection activities

- The inspector observed activities in the playrooms and in the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the senior leadership team.
- The inspector carried out a joint observation with a senior member of staff.
- The inspector spoke with parents on the day of the inspection to gain their views and experiences of the provision.
- 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, procedures, self-evaluation and improvement planning documents.

### Inspector

Louise Goodger

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have regular opportunities to discuss any concerns they may have about children and access a wide range of training and updates. The setting's training lead ensures staff's safeguarding knowledge is regularly assessed; for example through the completion of monthly reflective logs. Procedures for the recruitment and induction of new staff are thorough. This ensures that all staff are suitable to work with children. Senior leaders know staff well. They ensure that strengths in practice are role modelled to other staff. However, some staff lack confidence in specific areas of their teaching practice. Consequently, the quality of teaching is occasionally inconsistent, and training plans are not yet sufficiently focused on the individual needs of all staff.

### Quality of teaching, learning and assessment is good

Children are offered a wide variety of age appropriate activities and resources which meet their learning needs, and encourage them to explore, think and work together. Staff have high expectations for the children. As a result the activities planned are challenging, interesting and fun. For example, as children explore a real fish, new words such as 'spine', 'scales' and 'intestines' are used. Parents and carers are kept updated on their children's individual learning through a range of electronic and paper based documents and programmes which are accurately recorded and checked. Parents and carers speak highly of all the staff and equally staff report good partnerships with parents and carers. However, there are times when daily routines such as nappy changing, unnecessarily interrupt children's learning and enjoyment of activities.

### Personal development, behaviour and welfare are good

Staff take time to get to know all the children and their families well. This creates a warm, nurturing feel to the setting and helps children to settle in. Good use is made of small group times to support children to develop their social skills. Great importance is placed on children learning good manners and acceptable behaviour. Staff have high expectations of what children can do for themselves, providing lots of praise and encouragement. Consequently, older children confidently clear the tables and wash dishes, whilst the youngest ones help to set the table and put their coats on to go outside. Children turn to staff to celebrate their achievements and to help them resolve any disagreements. Staff are good role models and teach children to listen to one another and to be kind.

### Outcomes for children are good

The majority of children make good progress from a range of starting points. This includes children for whom English is not their first language and children who have additional needs. Only a small number of children are not making typical progress from their starting points but staff know who these children are and have plans in place to help them catch up. This includes, where necessary, working with other agencies to support children's specific needs. The setting also supports children who are more able and due to their high expectations for all children, these children continue to be challenged appropriately and continue to make good progress. Children leave the setting ready for the next stage in their learning journey at school.

## Setting details

<b>Unique reference number</b>	EY493584
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1035318
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of provider</b>	79 2 81 Childcare Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0113 2757698

79 2 81 Stonegate Road was registered in December 2015. It runs from a converted house in a residential area on a main route into Leeds city centre. The setting operates from Monday to Friday from 8am to 6pm for 51 weeks of the year. The setting receives funding for early education of two, three and four years olds. The setting employs 20 staff, all but three of whom, hold appropriate qualifications at varying levels, from Level 2 to Level 6.

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