

ABC at Leeds FC

Leeds United A F C Ltd, Elland Road, LEEDS, LS11 0ES



Inspection date

30 April 2018

Previous inspection date

26 September 2014

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

- Babies and children eagerly participate in activities. Staff provide an exciting and stimulating environment that is well resourced. Managers have an accurate view of the quality of the nursery and put plans in place to support further development.
- Relationships between staff are respectful, warm and professional. Staff sensitively help young children understand the rules. Older children are responsive and listen to each other, cooperate, take turns and show respect for others. Children behave well.
- Staff support children's mathematical understanding particularly well. They skilfully use children's play to extend their understanding of number, space and time.
- Staff support children's language skills well. They skilfully respond to babies' and young children's communication and name objects they are exploring. Staff hold purposeful conversations with older children that further extend their vocabulary. Children make good progress in their learning.
- Staff develop strong partnerships with parents. They keep them regularly informed about their children's progress. Staff provide resources, such as personalised activity bags for children to help parents support their learning at home. Parents are complimentary about staff and feel their children are safe, secure and developing well.

It is not yet outstanding because:

- Staff have not developed effective relationships with other settings that children attend.
- Staff do not always sufficiently challenge the most able children's independent writing skills to help them achieve to their highest potential.

What the setting needs to do to improve further

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

- enhance the links with other settings that children also attend and share regular information about children's specific needs to help ensure continuity for their learning and care
- provide the most able children with a greater level of challenge during writing activities to help them achieve even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and evaluated the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation of teaching with the manager and discussed the nursery's self-evaluation.
- The inspector held a meeting with managers and looked at relevant documentation, including evidence of the suitability of staff working in the nursery, policies and children's records.
- The inspector spoke to parents and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are trained in a wide variety of safeguarding and child protection issues. The processes and policies that managers implement are robust. Staff know what to do if they have concerns about a child's welfare. In addition, managers analyse any accidents or injuries effectively and develop measures to help reduce the chance of reoccurrence. Staff are well qualified. Managers use a variety of methods to effectively further develop staff's knowledge and skills. For example, they provide training, one-to-one supervision and complete observations of their practice. Managers monitor individual children's development and the progress of groups of children accurately. They use this information to identify any possible gaps in children's development and work with parents and other agencies to support children further.

Quality of teaching, learning and assessment is good

Babies are determined to explore and learn. They are focused as staff vivaciously read stories. Babies listen well and respond delightedly to the repeated refrains and predict what comes next. Staff skilfully use instruments to illustrate the descriptions in the story. Babies demonstrate an understanding of the sequence as they confidently whisper, 'Oh oh'. Older children confidently explore the water balls. Staff effectively use the opportunity to encourage children to think about and describe the textures they are exploring. This helps children to further build their understanding and vocabulary.

Personal development, behaviour and welfare are good

Children are settled and confident. Their move into nursery and from room-to-room is carefully supported. In addition, when the time comes, information is shared with schools about children's development. This helps to support children's emotional well-being. Children's independence is fostered well. For example, children serve themselves from the dishes of food that staff provide at lunchtime. Staff teach babies to climb stairs safely and older children know the rules about going down the stairs to the exciting garden. Staff provide a wide range of opportunities for all children to develop their physical skills. Children enthusiastically practise spinning the hula hoop with their bodies. Older children use their imaginations to illustrate the growing of plants with their bodies. Staff effectively use these opportunities to reinforce key messages about the importance of being physically active and developing healthy lifestyles.

Outcomes for children are good

All children are motivated, lively and determined. Young children concentrate and accurately recognise and match the pictures of animals in the board game. Older children enthusiastically share their ideas about pirates. They confidently learn and sing new songs while thinking how they might demonstrate the actions. All children, including those who receive additional funding, make good progress from their starting points in learning. Children make expected levels of progress and develop the skills they need, in preparation for school.

Setting details

Unique reference number	EY477190
Local authority	Leeds
Inspection number	1105832
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	30
Number of children on roll	54
Name of registered person	ABC at Leeds FC Ltd
Registered person unique reference number	RP533638
Date of previous inspection	26 September 2014
Telephone number	0113 3676193

ABC at Leeds FC registered in 2014. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 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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