

Inspection of Children's Corner Childcare LLP (Granary Wharf)

Verity House, Canal Wharf, Leeds LS11 5BQ

Inspection date:

7 October 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children eagerly arrive at this welcoming and inclusive setting. Staff greet their key children at the door and share information with parents. This helps to build strong parent partnerships at the setting. Children settle into their day quickly and explore the environment with interest. Staff pay close attention to children's feelings and provide reassurance when they need it. Children start to recognise their emotions from a young age. For example, staff provide children with language to name their feelings. This helps children to understand and regulate their emotions. Children have a strong sense of emotional well-being.

Leaders have high expectations for all children. They plan a curriculum to support children in all areas of learning. Leaders and staff use this curriculum to plan meaningful learning experiences that ignite children's interests. For example, older children explore the colourful chickpeas as they experiment with scooping them onto a spoon. This helps children's physical development as they practise their grip and hand control. Staff consider ways to develop children's understanding of the world around them. They provide opportunities for children to actively engage with their community. For instance, children visit the local market and learn more about the different cultures that are represented in their setting. This helps children to feel a sense of belonging.

What does the early years setting do well and what does it need to do better?

- Staff use songs, stories and rhymes throughout the day to engage children. Babies and younger children practise sounds as they decide which animal to be in the song. They jump up together and 'roar' like a lion. Initiatives such as 'the book of the month' help children to develop their understanding of a carefully selected story. Older children remember different parts of the story as they read it together. This helps all children to develop their communication and language skills.
- Staff use their knowledge of what children know and can do to identify any gaps in children's learning. The setting works closely with parents and other agencies to support children to make the best possible progress in their learning. This includes providing ideas to support children's communication and language at home. This helps all children to be ready for the next stage in their learning.
- Children develop a strong sense of self in the setting. Each child's uniqueness is celebrated. For example, diversity is celebrated in the setting by finding out more about children's cultures and home languages. Staff learn from parents to develop their understanding of a range of languages to support children who speak English as an additional language. This helps children to feel emotionally secure with staff and form good bonds.
- Children develop their curiosity through a range of learning experiences. For

example, children use the cars on the narrow chute to see how fast they will go. Staff use questions to build on children's learning. However, there are times when staff answer their own questions without giving children enough thinking time. As a result, children do not always get the opportunity to further develop their critical thinking skills.

- Children develop their independence from a young age. Babies make choices about the coat they will wear outside and find their shoes before they go in the garden. Older children use the utensils to serve themselves at lunchtime. This helps children to be more confident and independent as they prepare for their next stage in learning.
- Staff encourage children to be kind and caring towards each other. From a young age, children develop their personal and social skills as they play. For example, staff support children as they take it in turns to use the water tap. Children happily wait for their turn and decide together who should go next. This helps children's positive and calm behaviour in the setting.
- Leaders have good oversight of the setting. They continually reflect on what is working well and what could be improved. They provide a range of professional development opportunities to staff. However, staff are not always able to identify the targeted training they require to further support their practice. As a result, staff are not clear on what they need to do to extend their practice and skills even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- allow children more time to find their own answers and further develop their critical thinking skills
- further develop staff supervision arrangements so that training and development needs are identified that will most effectively extend staff's practice.

Setting details

Unique reference number	EY501744
Local authority	Leeds
Inspection number	10357634
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	27
Number of children on roll	34
Name of registered person	Children's Corner Childcare LLP
Registered person unique reference number	RP911040
Telephone number	0113 2438600
Date of previous inspection	19 December 2018

Information about this early years setting

Children's Corner Childcare LLP (Granary Wharf) registered in 2016. It operates from the city centre of Leeds, in West Yorkshire. It is open all year round from 7.30am until 6pm, Monday to Friday, except for Christmas and bank holidays. The setting employs 10 members of childcare staff. Of these, one holds qualified teacher status, six hold appropriate level 3 qualifications and one holds a level 2 qualification in childcare. The setting offers government-funded places for childcare.

Information about this inspection

Inspector

Katherine Lakes

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Leaders and staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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