



## Children's Corner (Farsley)

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313806
<b>Inspection date</b>	30 March 2006
<b>Inspector</b>	Jane Elizabeth O'Callaghan
<b>Setting Address</b>	On site of Springbank Junior School, Wesley Street, Farsley, Pudsey, West Yorkshire, LS28 5LE
<b>Telephone number</b>	0113 2577868
<b>E-mail</b>	
<b>Registered person</b>	Children's Corner Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Children's Corner Nursery is privately run and registered in September 2005. It is situated on site of a junior school on the outskirts of Leeds. The nursery serves the wider community and local schools.

The nursery is registered for a total of 70 children and is open each weekday from 07:30 until 18:00 for 51 weeks of the year. There are two secure outdoor play areas for the children to access.

There are currently 92 children aged from 3 months to 11 years on roll. This includes a holiday and after school provision. There are 2 children who receive funding for nursery education.

The nursery employs 16 staff. Most of the staff have appropriate early years qualifications. Other staff are working towards further childcare qualifications and all have experience in childcare.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop a good understanding of healthy practices through topics and activities, for example, healthy eating. They wash their hands independently after messy play, after using the toilet and before all meals and snacks. Through discussion they understand the need to practice good routines of personal hygiene and the importance of this, for example, 'to get rid of germs'.

Children enjoy exercise and develop a positive approach to this through regular opportunities for outdoor physical play. Children test and develop physical skills and control of movement through their access to a good range of experiences and activities, both inside and out. Staff have a sufficient knowledge of child development to enable all children to be eager to try out new skills and seek support when needed. For example, children enjoy catching balls, balancing on the obstacle course and manoeuvring bikes outside. Children develop a good awareness of available space. They move around confidently, with control and in a variety of ways, including running, jumping and hopping. Children also competently use a wide range of small equipment, which includes scissors, glue spreaders and utensils.

Children are able to access water throughout the day and enjoy fresh fruit and other healthy options at snack time. Main meals are varied and nutritious, they comply with children's individual dietary requirements. Sleeping and feeding routines for younger children are monitored and recorded appropriately and discussed with parents.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean, very well-maintained environment which is effectively organised to enable them to move around freely and safely. They access available resources independently from trays and boxes at their height, and all toys and equipment are maintained in very good condition. Toys and equipment is checked daily and risk assessments completed regularly.

Children benefit from a good range of safety measures in most areas. The main door has a buzzer entry system, there is an intercom system linking all rooms and fire extinguishers are in place. Risk assessments are carried out regularly and recorded in each room. The one outdoor area is secure, however, the security on the front

outdoor area needs some attention to ensure children's safety. Fire drills are practiced and recorded, each room has a evacuation plan displayed and the older children are fully aware of the need for these. Children develop a good awareness of safety through practicing emergency evacuations each term and discussing the reasons for this with staff. They have a sound understanding about safety in the setting, which is developed through good staff explanations.

Children are well-protected by staff who have a good understanding of child protection, through training and the use of detailed policies and procedures, which promote the importance of children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under 3 years old and developing their programme of activities. Some staff have attended the Birth to three matters framework training. This is evident in the planning for the younger children and the enjoyable activities provided. The younger children are developing a good sense of self and belonging. Staff in the pre-school have a sound understanding of the Foundation Stage Curriculum to provide the children with good learning opportunities.

Staff provide continuity of care for the children under 3 years, which ensures their routines and needs are well met overall. Good relationships are established that enhance children's independence and promotes their development of well-being appropriately.

### **Nursery Education**

The quality of the teaching and learning is good. The children are keen to learn and participate in the good range of activities offered, which are well-organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together and follow routines safely, and accept responsibility for their actions. The children have good levels of concentration and imagination, they offer and extend their own ideas through their play. For example, children plant flowers after painting the flower pots. There are displays of the children's work which shows a variety of resources used, such as collage and letters.

Children communicate well both with each other and staff, who encourage the children to share their experiences in what they know, and encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children have good opportunities to mark-make and recognise letters in their names. Children are developing their confidence and use of numbers and counting to five and beyond in their daily activities. For example, children count numbers when playing a game and also when finding out how many children are staying for lunch. They are developing and enhancing their mathematical and fine motor skills, by the use of some equipment. For example scissors, weighing scales and toy till.

Children have very good opportunities to explore and investigate their surroundings in the nursery garden. For example, planting and growing, observing insects and through planned focus topics. Physical skills are well-developed and well-balanced throughout the day. Children are confident in their use of both large and small equipment, such as riding bikes, obstacle course, using scissors and glue spreaders. A good range of creative experiences and resources assist the children to make sense of the world around them.

Assessment of the children's learning and progress is managed by the child's key worker. The level of challenges for children are good and children show enthusiasm and interest in the activities provided. These activities enable children to make good progress. Evaluation of activities and ongoing plans show new challenges. However, the children's planning does not show where the children's next step is and where more support is required.

### **Helping children make a positive contribution**

The provision is good.

Children are highly valued as individuals and their individual needs are well met. Children develop a positive attitude to others and foster a good understanding of the wider world and the local community. For example, children celebrate festivals, try cultural foods and have access to a range of resources and activities which show positive images of culture, ethnicity, gender and disability.

Children behave well, they are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They learn to understand right and wrong through the consistent use of boundaries, which are age-appropriate and include explanation and distraction.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats, information sheets and detailed notice boards. Detailed information on the foundation stage curriculum and the Birth to three matters is available for parents and this helps them to be involved in children's learning. The setting fosters children's spiritual, moral, social and cultural development well.

### **Organisation**

The organisation is good.

The environment is well-organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them support, encouragement and ratios are met. This helps children to feel secure and confident. However, staff need to be deployed at times more effectively to ensure support for each other. Children are kept safe and healthy as staff attend and up date training regularly, including first aid and child protection. Children are well cared for through effective implementation of policies and maintaining documentation.

The leadership and management of the nursery education is good. Most staff have attended foundation stage training and are involved in planning for the curriculum to help children develop. There are regular evaluations of staff performance and also appraisals are used to monitor staff development. Assessment records are updated by key workers, who monitor children's achievements and development. These records are detailed and clearly show all areas of learning for each child. Parents are encouraged to read and add to individual assessment records.

Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve security in the front outdoor area
- ensure all staff are deployed effectively.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's profiles show their next step in the foundation stage

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