



# Chapelton Community Nursery

Inspection report for early years provision

**Unique Reference Number** 319349  
**Inspection date** 05 July 2006  
**Inspector** Linda Filewood

**Setting Address** Reginald Street, Chapelton, Leeds, West Yorkshire, LS7 3HL

**Telephone number** 0113 2374696

**E-mail**

**Registered person** Chapelton Community Nursery

**Type of inspection** Integrated

**Type of care** 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?

Chapeltown Community Nursery has been registered since 1973 and operates from three connecting open plan rooms and a community room in a purpose-built building. It is situated in Chapeltown, an inner-city area of Leeds. The nursery is managed by a voluntary management committee, made up of parents of children at the nursery and members of the local community. A maximum of 30 children may attend the nursery at any one time and children attend for a variety of sessions. The nursery is

open each weekday from 08.00 to 17.30, with the exception of bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged between two and five years on roll. Of these, 18 children receive funding for early education. The nursery largely serves the local community, which has a high representation of different cultures and currently supports several children with learning difficulties and several children who speak English as an additional language.

The nursery employs seven members of staff, all of whom have early years qualifications. The nursery works in partnership with Leeds Early Years Services.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about personal hygiene through consistent daily routines and older children are encouraged to become independent in their self care. Staff follow good procedures to ensure that children are well cared for in a healthy clean environment. For example, tables are cleaned with antiseptic spray before meals and toys routinely washed, often with the help of the children who enjoy bathing the teddies. Children increase their understanding of a healthy lifestyle as they access freely available drinks and are very aware of the effects of sun on their bodies. There are clear arrangements in place to care for children who become ill whilst in the setting. Parents are well informed about when their children should not attend the nursery, which ensures sick children are excluded to protect the health of others. At least one member of staff trained in administering first aid is available at all times. Records of any accidents are well maintained and all appropriate permissions and records regarding the administration of medication are in place. However, not all entries in the medication records are consistently countersigned, as acknowledgement by a parent, once the medication has been given.

Children's health is promoted by a good variety of well balanced meals, which are freshly cooked on the premises and attractively presented. Children's growing independence is encouraged as they help to set the tables, pour their own water and help to clear the tables afterwards. The staff eat their meal with the children and make good use of this opportunity to create a family atmosphere where children can learn to enjoy their food, chat to their friends and become independent in feeding themselves. The cafeteria style snack time is particularly enjoyable when they taste the strawberries they have grown themselves in the nursery garden. Children's individual dietary needs are discussed with parents and staff ensure they are accurately met.

Children benefit from a large well equipped outdoor play space where they enjoy grassed and paved areas as well as a large shaded area to protect them on sunny days. The variety of equipment available offers them a wide variety of challenge and they enthusiastically make good use of all the equipment available. Younger children

are proud of their achievements in climbing to the top of the climbing frame and older children move with good control and increasing coordination. They are learning to handle equipment, such as, scissors and glue sticks safely and with increasing control. When sitting in a group to listen to a story, children are beginning to realise how much personal space they need and are given gentle reminders by staff to be aware of the other children around them.

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

The provision is good.

Children are cared for in a well designed setting which has good safety and security precautions. For example, double entry doors and a buzzer system ensures that entry into the nursery is controlled. Safety on outings is extremely well considered. For instance, forms describing the children and what they are wearing are filled in before children leave, in case of emergency. Indoor and outdoor space is skilfully organised and supervised, allowing children to move freely and access different areas of play and equipment. This enhances their independence and development giving children good opportunities to make choices in their play. The extensive variety of resources available are in good clean condition, easily accessible and suitable for the age of the children attending.

Children are helped to learn to keep themselves safe. They know, for example, not to ride their bikes near to the swings and to sit close to the table when cutting out. Positive steps, after carrying out risk assessments, are taken to ensure that children continue to play in a safe environment. Regular, well logged fire drills ensure staff and children have a good awareness of what procedure to follow in the event of an evacuation.

Children are well protected at all times as staff have a clear knowledge and understanding of child protection issues. Staff clearly understand their duty to the children. They are fully aware of the appropriate procedures to follow should they have any concerns. The child protection coordinator ensures that procedure is up to date and staff have undergone further training. Arrangements for the safe collection of children and their care if they are not collected are clearly shared with parents.

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

The provision is good.

Children are very happy, fully occupied and engaged in their play. They are full of confidence and enjoy very friendly relationships with the staff and each other. Activities are well planned and staff work in small groups with the children to ensure they gain the maximum enjoyment and learning opportunity from each activity. Children are captivated, for instance, with the slugs found under a piece of cardboard placed there earlier to attract a plentiful supply for them to look at. The children benefit from good quality adult interaction and skilful questioning techniques to encourage them to talk and think about what they are doing and seeing. Staff know the children well and plan appropriate challenge for the older and more able children.

Planning that reflects the Birth to three matters framework for the younger or less able children has not yet been fully developed. However, profiles for these children clearly show what they know and understand.

Children have a very good choice of adult led and child initiated games and activities. Staff have a good awareness of when to join in with imaginative play. For example, they provide more chairs to extend the bus so more children can travel or have a 'poorly' arm bandaged by the doctor. Children have plenty of opportunities to participate in a good variety of craft activities. Mathematical thinking is strongly promoted at every opportunity. Children enjoy interactive themed displays which, for example, encompass doing a jigsaw, with singing a number rhyming song and matching numbers in a game. Group times, for instance story or singing time, are well managed and children are grouped appropriately according to age and development. Young children and children who have English as an additional language are given effective support to become confident speakers and are encouraged to join in the play. Children play happily alongside others, seeking out friends to join in their play but are equally comfortable to concentrate on an activity on their own.

#### Nursery Education

The quality of teaching and learning is good. Children are making good progress through the stepping stones towards the early learning goals. All staff have attended Foundation Stage training and their knowledge and understanding of the curriculum supports the children very well. Planning is detailed, clearly linked to the stepping stones however, is not always fully evaluated in order to make improvements to teaching and learning. Staff are fully aware of their roles and responsibilities and skilfully make best use of each learning opportunity sometimes altering group sizes to give better interaction.

Children are interested and motivated to learn. They sit and listen quietly and confidently ask questions of visitors wanting to know more. They are becoming independent and manage developmentally appropriate tasks very well offering help to younger children, for instance, in fastening a button on a coat. Children form good relationships with staff and peers and amicably decide which role they are each playing in their imaginative game. They show concern for each other and for living things. For example, they relate easily to the fear a baby slug might be feeling when separated from its mother. They receive good encouragement from staff to begin to recognise and form letters. Older and more able children are appropriately challenged by, for example, writing not only their name, but their mother's and their grandmother's.

Children are gaining good counting skills and make effective use of enjoyable computer programmes to develop their mathematical skills in solving problems. They are beginning to develop good positional awareness, sometimes using their skills to direct grandparents to match their name to their photograph on the registration board. Children are becoming very adept in constructing using a good variety of materials and equipment, ranging from large wooden blocks to junk material, sometimes drawing a picture of their construction afterwards. They are encouraged

to notice and appreciate the vibrant community they live in and thoroughly enjoy talking about the local carnival and costumes. Children happily join in with familiar songs and their sense of rhythm develops as they, for example, dance with ribbons or enjoy the beat of drums brought by a visitor. They happily engage in role play with friends and talk about the part they played in a play during Divali.

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

The provision is outstanding.

Children are helped to gain an extremely good understanding of the rich community and society they live in. The nursery makes excellent use of a very good range of resources, activities and numerous visitors to promote a positive view of the wider world and increase the children's awareness of diversity. Children are fascinated by what they see during a trip to the Chinese supermarket and thoroughly enjoy learning and taking part in a large variety of festivals and celebrations. For example, a Vietnamese group shows them the dragon costume used in the dance at New Year and they enthusiastically take part in celebrating many festivals, such as, Eid and Divali. All children are very warmly welcomed into the nursery and their individual needs competently catered for. Activities, such as, taking part in Disability Awareness Week helps children to become aware of others needs as they learn what it is like to use a wheelchair and to paint without using their hands. Very good use of displays and children's work creates a bright and interesting environment throughout, showing appreciation of children's creativity. Children behave very well in response to high expectations and consistent boundaries. Staff act as very good role models, teaching the children to be well mannered and show respect to others. Their self-esteem is improved through the effective use of praise and encouragement from the staff. This approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Staff cooperate well with parents and learn about the children's individual needs as they exchange information during the flexible settling in period. Parents are encouraged to continue their child's learning at home and resources are made available to them to support this. A close relationship is in place between parents and the children's key person who keeps parents fully informed of the progress their child is making, including how new children are settling during the morning. Parents are encouraged to look at and contribute to their child's profile and to add further comments to the report which is sent to their child's next care provider. Clear information on care the children receive and the Foundation Stage curriculum is made readily available to parents through plentiful notices, discussion and an informative booklet. Parents have very positive views on the care their children receive and the close partnership that has developed ensures that the children's needs are well met.

### **Organisation**

The organisation is good.

Children benefit from a well established, highly qualified and skilled staff team who are effectively deployed to give good support to the children. All staff regularly update

their training and are encouraged to attend further training to benefit the children. For example, children under three are beginning to benefit from some staff's recent attendance of training on the Birth to three matters framework, which is being introduced in practice. All required records, policies and procedures are in place, reviewed regularly and consistently applied. Children are familiar with the well organised routines and good use is made of both indoor and outdoor facilities to maximise the play and learning opportunities for the children.

Leadership and management of the educational provision are good. Staff are confident in their roles and this has a positive impact on the children. Children are well protected as robust recruitment and vetting procedures are in place and appropriate checks carried out on all staff and volunteers. Staff know the individual children well and ensure that all children are offered appropriate challenge in order to reach their potential. The setting monitors and evaluates the progress of the children through clear assessment records and profiles. Regular staff meetings are used to identify any areas for improvement in the care given to children and all staff are involved in the planning of activities. Overall, the provision meets the needs of the range of the children for whom it provides.

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

Since the last inspection the provider has improved the care and safety of the children by ensuring that at least one member of staff with a first aid qualification is on the premises or on outings at all times. Written risk assessments have also been extended to identify actions to be taken to minimise identified risks in all areas of the setting.

Partnership with parents has greatly improved. Parents are now well informed of the sickness policy, which includes details about the exclusion of children who are ill or infectious. Children's welfare is further promoted as the record of any medication given is maintained accurately, including obtaining written parental permission before any medication is given. Parents receive regular information on their children's progress through profiles and discussions with staff and a clear information booklet provides details of the setting, including all policies and procedures. Records and procedures are stored confidentially.

Children's learning opportunities have been enhanced by obtaining resources that develop skills and understanding regarding information and communication technology. The short term planning of the educational programme has been reviewed and now ensures all aspects within each area are covered, clearly identifies learning objectives, how children will be grouped and how activities will be adapted to support all children. Clear profiles and observations are used to monitor and assess children's progress and clearly show at what stage the children are at and their next steps of learning. A number of methods, including staff observations, are used to monitor and evaluate the quality of teaching. However, further improvement is still needed in this area and this continues to be a recommendation for development.

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

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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):

- ensure that entries in the medication records are consistently countersigned, as acknowledgement by a parent or guardian
- ensure planning reflects the Birth to three matters framework for younger or less able children.

#### **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 evaluation of activities is used to make improvements to teaching and learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)