



Armley Moor Children's Centre

Inspection report for early years provision

Unique Reference Number	EY317005
Inspection date	05 June 2006
Inspector	Ann Webb
Setting Address	95 Town Street, Armley, Leeds, West Yorkshire, LS12 3HD
Telephone number	0113 2632500
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Registered person	Early Years Service
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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Armley Moor Children's Centre is one of a number of provisions operated by Leeds City Council. It opened in 2006 and is located within Armley Moor Health Centre. A maximum of 80 children may attend at any one time. There are currently 51 children under the age of five years on roll and of these, 21 children receive funding for nursery education. The children's centre supports a number of children with learning difficulties and disabilities.

The provision is open each weekday from 08.00 to 18.00 throughout the year. Children are cared for in three play areas, they have access to adjacent outdoor play space and have outings in the local area. There are 21 staff including the manager working with the children, most hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All staff are fully aware of children's individual dietary requirements and preferences which are discussed in full with parents. The children receive a good range of healthy and nutritious meals and snacks which are cooked freshly each day and this includes home made bread. Children recognise when they are thirsty and have access to drinks at all times. They sample foods associated with other countries to increase their knowledge of the wider world.

The staff use mealtimes as an opportunity to help children enjoy their food and become independent in feeding themselves, using fingers, forks and spoons. The staff effectively recognise the signs of tiredness in babies and young children and follow their individual routines for rest and sleep.

Good hygiene practices are in place. A variety of methods are used for promoting personal hygiene. For example, there is soap and individual and disposable towels available in the toilet areas. Different coloured cloths are used for cleaning different areas and staff wear gloves and aprons during nappy changing. The staff are good role models, they consistently wash their hands after nappy changing and before serving food. The children are encouraged to wash their hands after toileting and before and after eating and understand the reasons why.

Babies and young children make sense of and respond to what they see, hear, touch, smell and feel. The staff encourage all children to enjoy sensory experiences and have created a calming relaxing area where children can enjoy experiences such as sand, water play, dough, paint, and natural materials.

Babies emotional needs are met well as they receive plenty of individual attention and cuddles. Staff and parents exchange information at the beginning and end of the day both verbally and in written daily records. Staff are successfully deployed to ensure that a significant member of staff is available to care for the babies and young children at all times. An effective system is in place to ensure consistency of care and a smooth transition when children move within the nursery and for starting school.

Effective arrangements are in place for administering first aid and there is a fully stocked first aid kit available. Most of the staff hold a current first aid certificate, with training ongoing. Written policies are in place regarding sickness, accidents and the administration of medication. These are fully implemented and shared with all parents.

The children have daily opportunities for fresh air and exercise. Older children have

good coordination skills, they are able to confidently climb and balance along planks of wood and are able to negotiate space for riding tricycles and crawling through small spaces. For example, they follow each other carefully through a play tunnel. All children are able to move freely between indoor and outdoor play as they choose. They understand why they need to protect themselves from the effects of the sun and know that they have to wear sun hats and apply cream. Children show a sound awareness of space, themselves and others. They are confident to attempt challenging experiences and understand how to use the climbing apparatus safely.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from an appropriate range of safety measures, for example, through the use of socket covers and a secure outdoor play area. The staff undertake risk assessments for most of the indoor and outdoor areas. For example, at meal times when hot food is moved through the centre from the kitchen, the staff ensure that the children are all seated and well supervised at this time. However, the area used for storing the children's personal belongings contain plastic bags which can be accessed by the children.

All toys and resources are in good condition and stored safely. Toys and equipment are age appropriate and suitable for the children's stages of development, for example, child sized tables and chairs and utensils for eating.

The children are cared for in a clean, well maintained environment which is effectively organised to enable them to move around freely, however, the system used to monitor access to the premises is not robust. For example, visitors are not always asked to identify themselves prior to entry or to sign the visitors record. The children are unable to leave the premises unaccompanied and are not left alone with unvetted persons.

The environment is warm and welcoming for parents and children who are greeted on arrival. Children's work and photographs are displayed on the walls and show them involved in a suitable range of activities.

The children's safety is further promoted through the staff's knowledge, awareness and understanding of the child protection procedures. All the staff have undertaken child protection training and have dealt with child protection issues in the past. The named person for child protection is fully aware of her role and responsibilities, liaising with parents and other professionals in line with the centres child protection policy.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The staff are kind and attentive towards the children; they respect their backgrounds and value their contributions. The staff recognise the children as individuals and meet

their differing needs successfully. Activities are appropriately organised and the children are involved in a balanced range of activities both inside and outside, which supports and promotes their all-round development. For example, sand, water, painting, art and craft, construction and role play. However, the book area for the youngest children is not visible from the main playing area and has subdued lighting. Therefore children do not access this area spontaneously during their play.

Staff working with the younger children have attended Birth to three matters training. They appropriately implement the framework and planning and assessment systems are effective for this age group. Young children enjoy attention and being physically close to other children and familiar adults, for example, during meal and snack times. Adults echo sounds young babies make and interpret meaning to children's words which encourages them to be confident and competent language users. Children are given opportunities to share their thoughts, feelings and ideas. They talk with other children, visitors and other adults and speak confidently.

Children relate and play well with their peers and are happy and settled. The staff balance their time carefully to allow children to play and learn independently as well as giving time for support and encouragement. The staff are interested in the children and value what they say and do. They consistently talk and listen to them, ask them questions to make them think, respond enthusiastically and give meaningful praise and encouragement.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have attended training on the Foundation Stage and appropriately put this into practice. They show a sufficient knowledge of the Foundation Stage and provide a suitable range of activities and experiences to cover most areas of children's learning. Planning is flexible, clear and covers most areas of learning in the curriculum. Planning for focused activities ensures clear learning intentions are identified for all children. Assessment records for each child clearly show the children's approach to learning, their achievements, progress and show planning for children's individual next steps in learning.

All children separate from their main carer with confidence and they seek out adults to share experiences. Some children talk freely about their home and community. The children are well behaved, they use manners, share and are cooperative at tidy up time.

The children enjoy books, they are able to listen carefully and respond enthusiastically to stories and songs. Older children select their favourite stories to read by themselves. Some children can recognise their own name on name cards and can pick out some familiar letters from other labels around the room. They confidently use one handed tools and equipment, such as scissors, paint brushes and pencils. Resources in the role play office encourage the children to write in note books and on lists. They attempt to put their own name on their paintings and drawings and are beginning to form recognisable letters.

Children show curiosity, observe and manipulate objects. They realise tools can be used for a purpose and construct with a purpose in mind, using a variety of resources

such as scissors and tape. The children show an interest in the world in which they live, however, opportunities to explore and investigate the living world such as activities for growing and planting are limited. The children remember and talk about significant events that have happened to them, for example, going to the doctors. They are beginning to know about their own traditions and beliefs and those of other people, such as celebrating festivals from a range of cultures.

The children are developing good counting skills and enjoy participating in counting songs and rhymes. During a jigsaw activity with staff, the children count the number of spots on the ladybird, some three-year-olds can count to 10, and many can recognise numbers from one to five. Some older, more able children can count to 20. The children understand and use positional language, such as in and out and the staff provide opportunities for the children to describe size and shape through activities, for example, sticking and water play, sand and story time. However, children do not use ideas and language for calculation during their everyday play.

Children respond in a variety of ways to what they feel, see, hear, touch and smell, for example, they attempt to identify what is for lunch by smelling the air and describe the salad cream as sticky. All children enjoy using props to support their role play, such as telephones, diaries and mark making equipment. Overall, children make satisfactory progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Parents receive clear and detailed information about the educational provision through displayed information and leaflets. They have good opportunities to share what they know about their child through regular discussions with staff and an effective settling in procedure. They are well informed about their child's achievements and progress. Parents are effectively encouraged to be involved with their children's learning. They assist with self registration and extend themed activities at home by talking about and collecting items with their children. A 'wish tree' in the entrance offers parents the opportunity to express their hopes and ideas for their child's time at the nursery.

Staff give high priority to nurturing children's personal, social and emotional development. They create a secure atmosphere where children develop positive attitudes and dispositions to learning. Children show excitement and are motivated to learn. The staff have a consistent approach to managing children's behaviour, consequently the children understand what is expected of them. All the children are well behaved, use manners, share, take turns and cooperate at tidy up time.

There are effective systems in place to support more able children and those with learning difficulties and disabilities. Key staff attend training, liaise with parents and support other staff to ensure that children are fully integrated into the setting. The children have a positive attitude to others and develop a good understanding about the wider world and the local community through celebrating festivals and having access to a good range of resources which show positive images of culture, ethnicity,

disability and gender.

Children's spiritual, moral, social and cultural development is fostered appropriately through the celebration of their own and others traditions and cultures, sharing and taking turns and learning right from wrong.

Organisation

The organisation is satisfactory.

The environment is organised appropriately. The staff work well as a team and know their roles and responsibilities. They implement routines to give children a broad range of experiences. The children benefit from well deployed staff who consistently interact with them and offer effective support and encouragement, which helps children feel secure and confident. All the required documentation, such as emergency contact and registration details are in place, are easily accessible and stored securely. However, the complaints procedure does not contain current details and information about the regulator. A good system is in place to record the staff and children's daily attendance and this is accurate and up to date.

The leadership and management of the nursery education is satisfactory, however, the monitoring of the educational programme does not identify the weaknesses in knowledge and understanding of the world and mathematical development. The staff team are committed to improving care and education and have regular opportunities for staff development, such as attending training. The staff regularly work with relevant professionals and members of the local community. All the staff are fully involved in planning the curriculum and assessments records are frequently updated by the child's key worker. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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. There have been no complaints since registration.

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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):

- review systems to monitor access to the premises and maintain a record of all visitors
- ensure that plastic bags are inaccessible to children
- ensure that the complaints procedure contains current information regarding the contact details for the regulator
- improve the accessibility of the book area for children aged under 2 years.

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):

- provide opportunities for the children to explore and investigate features of the living world
- provide opportunities through everyday activities for children to calculate.

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