



## **Childrens Corner (Headingley) Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	510091
<b>Inspection date</b>	20 November 2006
<b>Inspector</b>	Ann Webb
<b>Setting Address</b>	Shire View, 72 Headingley Lane, Headingley, Leeds, West Yorkshire, LS6 2DJ
<b>Telephone number</b>	0113 2144537
<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 inadequate - notice of action to improve. The registered person does not meet 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?

Children's Corner (Headingley) Ltd opened in 1999. It operates from two rooms within a Leeds City Council building which is a centre for the blind and partially sighted in the Headingley area of Leeds. The nursery serves the local area. There are currently 19 children from eight months to four years on roll. This includes three funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The group opens five days a week all year round and sessions are from 07.30 to 18.00.

Two part time and four full time members of staff work with the children. Over half of the staff have early years qualifications. One member of staff is currently working toward a recognised early years qualification. The setting receives teaching support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children learn appropriately about healthy eating, for example, they try fruit and vegetables at snack times and drink water and milk with their food. Their meals are cooked in the centre's canteen and a weekly menu shows a reasonable range of meals, such as casseroles, stews and pasta bakes. Puddings are less varied and consist mainly of sponge, crumbles and custard.

There are lots of opportunities for the children to enjoy the fresh air and to exercise. They play outdoors each day in the adjoining play area and occasionally take walks to the library and shops. During outdoor play the children ride on tricycles, climb on blocks and run around with their friends. Indoors the children use space to stretch out on the floor to play with cars and construction resources.

There are suitable hygiene routines in place and the children contribute appropriately toward their own hygiene practices. For example, they wash their hands before they eat and after they visit the toilet. The staff ensure that most areas used by the children are maintained to a satisfactory level of cleanliness, for example, they clean the tables before the children eat food. However, some toys are dirty and the dolls are covered in pen marks. The staff follow consistent nappy changing routines, such as wearing protective clothing and washing down surfaces after use.

The children's well-being is further promoted through a clear sickness policy and the effective management of children's illnesses. For example, children with an infectious illness are required to stay at home.

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

The provision is satisfactory.

The children are cared for in a suitably safe and secure environment and staff take reasonable steps to minimize any potential hazards. For example, written risk assessments are undertaken for indoors and outdoors, toys and furniture are checked before they are used by the children and all safety features are in place. The premises are secure, however, not all visitors are asked to sign in and out.

The procedures for recording accidents and the administration of medication are consistently recorded and contain all the required detail, such as parental signatures. The children learn appropriately about keeping themselves safe, for example, they rehearse emergency evacuations and are reminded by the staff not to run or push. The staff select toys which are safe and suitable for the children's use. For example, children who are less mobile, choose toys which are presented on the floor, this enables them to become independent in making their own choices.

The children's safety and welfare is further promoted through the staffs understanding of the Local Safeguarding Children Board procedures in line with their own child protection policy.

For example, they have a trained and designated child protection member of staff. Additionally most staff have current first aid qualifications.

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

The provision is satisfactory.

The children play with a sufficient range of toys and equipment, such as construction, books, role play, paint, sand and puzzles. The staff organise a range of focused and free choice activities which are suitable for all ages of children. For example, the staff caring for children under three-years-old have attended 'Birth to three matters' training, which enables them to implement and record against this framework. They encourage the younger children to enjoy musical experiences and express themselves through soft play and heuristic activities.

Older children participate in art and craft activities, such as sticking textured paper to create firework pictures and collecting leaves to represent Autumnal changes. Their pictures are displayed around the room and children are able to identify their own work.

The staff have positive interaction with the children, they take time to listen to what they have to say and encourage them to talk about familiar events, such as birthdays. The environment is child centred and presented with activities and resources which capture the children's interest. The children are learning to be independent, and confident to make their own choices. Through games and activities with their peers they understand about sharing and taking turns.

The children have daily opportunities to play outdoors with a reasonable range of equipment, such as tricycles, a slide and climbing blocks. During outdoor activities the children develop their physical skills appropriately, for example, they climb across blocks and up and down steps, ride small wheeled toys and run and chase their friends.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. The staff have a suitable understanding of the Foundation Stage and plan a suitable range of activities which cover all areas of learning. However, they miss opportunities to challenge and extend the children's understanding of mathematical ideas during their everyday play. Resources are reasonably presented and support most areas of learning, however, pencils in the mark making area are unsharpened and storage containers are poorly labelled. This restricts the children's ability to return resources to their correct place and impedes satisfactory mark making experiences.

The children are confident to separate from their carers and seek out adults and their friend to share experiences, for example, two children sit together to share a quiet moment browsing through their favourite book. They handle the book carefully, turning pages and talking about the story. Children are happy to talk about their families and their homes, they know about close family members, such as sister and mummy.

The children behave appropriately and they share and cooperate at tidy up time. They are able to concentrate for short periods of time, such as story and circle time, when they listen to what others have to say and follow the story as it is read by the staff. They show an interest in the

world in which they live and participate in the celebration of cultures and festivals other than their own. For example, Diwali and Christmas.

During art and craft activities the children express their creativity with enthusiasm experimenting with glue, textured materials, paint and dough. They are able to identify colours and watch with interest as they mix colours together. All children respond in a variety of ways to what they see, touch, hear and smell, for example, they describe the dough as sticky.

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

The provision is satisfactory.

There are suitable opportunities for the children to learn about festivals and traditions other than their own. For example, they access resources which reflect positive images of race, gender and disability, such as books, dressing up clothes, small world figures and celebrate festivals, such as Diwali. The children are able to access all resources and activities and their individuality is acknowledged and respected by the staff. The children's spiritual, moral, social and cultural development is appropriately fostered.

The children behave appropriately and follow staff requests and instructions, for example, when the staff ask them to clear away toys before lunch they help enthusiastically. The staff manage the children's behaviour with praise and encouragement, they gently remind the children not to run indoors and to be kind to their friends, consequently the children know what is expected of them and understand their boundaries.

Partnership with parents is satisfactory. Essential written information detailing the children's care and individual requirements are collected from parents and staff exchange verbal information with parents at the beginning and end of each session. Plans of daily activities are displayed and policies and procedures are available for parents. However, there are no opportunities for parents of children in receipt of nursery education funding to become involved in their children's learning, for example, through a self-registration system.

### **Organisation**

The organisation is inadequate.

The children are cared for by staff who are experienced, appropriately qualified and have attended training to increase their knowledge and skills. Adult child ratios are maintained appropriately which ensures that the children have the support they require.

All the required records and documents are in place and stored securely. There are good procedures in place to ensure that the staff working with the children are suitable to do so. For example, all the staff are selected through a rigorous recruitment process, which includes background checks and a full induction process. However, the organisation failed to notify the regulator of significant changes with regard to the appointment of a new nursery manager.

The leadership and management of the nursery education is satisfactory. The staff team have regular opportunities for staff development, such as attending training and regularly work with relevant professionals and members of the local community. All the staff are involved in planning

the curriculum and assessment records are frequently updated by the child's key worker. Overall, the provision does not meet the needs of the range of the children for whom it provides.

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

Care.

At the last inspection the group were asked to improve some safety issues with regard to records of attendance, security of the premises and the staffs understanding of the child protection policy. They were also asked to implement staff training with regard to the under two's room. The safety of the children has improved significantly through the accurate recording of children's attendance, the staffs training and understanding of child protection issues and of suitably monitored security of the premises. The staff working with children aged under two years implement the 'Birth to three matters' framework which enhances their care and learning opportunities appropriately.

Nursery Education.

At the last inspection the group were asked to provide practical activities and discussion to help the children develop an understanding of addition and subtraction. The children are now encouraged to join in with number songs, rhymes and games which contributes toward the children's mathematical development. However, mathematical discussions are not yet fully developed.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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

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

To improve the quality and standards of care, the registered person **must** take the following actions:

- notify the regulator of significant changes with regard to staff.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

### **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 that resources are clearly labelled and suitable for their purpose
- improve teaching methods to ensure that children's mathematical ideas are sufficiently challenged
- develop practical opportunities for parents to be involved in their children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)