



## Hunslet Children's Centre - St Mary's Site

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY337544   |
| <b>Inspection date</b>         | 25 January 2007  |
| <b>Inspector</b>               | Thecla Grant   |
| <b>Setting Address</b>         | Hunslet St Mary's C of E Primary School, Church Street, Hunslet, Leeds, LS10 2QY |
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| <b>Registered person</b>       | Leeds City Council - Early Years Service   |
| <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?

Hunslet Children's Centre is one of two Children's Centres run by Leeds City Council in the Hunslet area. It is a satellite provision that operates from one room at St Mary's C of E Primary School. Courses and drop-in support groups for parents, carers and their families are available in the community room based at the school. This has a crèche attached.

A maximum of 56 children may attend the children's centre at any one time. The children's centre opens each weekday from 08.00 until 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from three to four years on roll. Of these, 32 children receive funding for early education. Children come from a wide catchment area and the local

surroundings. The children's centre currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The children's centre employs nine members of staff. Of these, seven hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy and are effectively cared for if they have an accident or become ill because staff are trained in administering first aid. There are appropriate permissions and records in place regarding the administration of medication. However, not all medication records are signed by parents. There are clear policies about children who are sick or who have infectious diseases and these are shared with the parents. Children's health is further promoted by a wholesome, nutritious and balanced diet, which is prepared on the premises. This includes their dietary requirements. Children have free access to fruit and drinks throughout the morning; they learn about healthy eating through discussion and visually through displays in the café area.

The staff appropriately follow environmental health and hygiene guidelines policies and procedures. For example, they use disinfectant spray to wipe surfaces and keep the playroom clean throughout the sessions. Children have a clear understanding of why they wash their hands; for example, four-year-olds explain that they wash their hands because they will get germs. As a result, children are protected from infection.

There are excellent opportunities for children to take part in regular physical activities. They enjoy the freedom of playing indoors and outdoors throughout the morning and play for a long period of time with the large waffle bricks; some children pretend it is a house, while others use the large steering wheel and pretend to drive. The children build with the large bricks and practise their balancing on the balancing beams. In the afternoon children join the exercise activity session with the older children. During this time they learn to move their bodies to music in a variety of ways. The children learn about the effects that exercise has on their bodies by feeling their hearts before and after this activity. As a result, children enjoy a good variety of physical exercise.

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

The provision is good.

Children are cared for in a very welcoming indoor and outdoor environment. The accommodation is clean and in good repair. The walls are filled with children's artwork and the staff personally greet the parents and their children as they come into the setting. The playroom is shared with children from the reception class; within this area the resources reflect this. Older and more able children enjoy playing with these toys and equipment because they are stimulating and challenging. However, opportunities are missed in this area for the younger and less able children to enjoy age-appropriate resources. The children's centre and school entrance has an

electronic entry system. The children's centre can be also be accessed from the school corridor; this door is coded. Parents and visitors cannot enter the children's centre independently from the school or the main entrance. As a result, children are secure on the premises.

The staff appropriately put the safety policy and procedures into practice. Children are never left alone and the gate leading from the playroom to the main entrance is kept closed. However, the door leading to the sluice is not kept locked and toilet cleaner has been left on the floor. Effective strategies are in place regarding the monitoring of accidents in the setting. For example, the garden is risk assessed before children play outdoors and all accidents are recorded on the monitoring form, so any regular occurrences can be seen quickly. As a result, children explore and take risks while being appropriately supervised.

Children learn about fire safety through regular fire drill practices and these are recorded. Children have a secure understanding of how they keep themselves safe. The three- and four-year-olds discuss that they must not run indoors because they can fall and hurt themselves. Road safety is promoted with parents and their children; safety equipment is also available. A four-year-old discusses the wristband she has which glows in the dark when she is crossing the road.

The staff have a clear understanding of the child protection policy and a sound knowledge of what to do if they are concerned that a child might be at risk. As a result, children are safeguarded.

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

The provision is good.

Children develop confidence and self-esteem; they respond positively to indoor and outdoor experiences. For example, children play outdoors in the sand; they dig with the large and small spades. They enjoy painting the garden fence with the water and discuss the wet and dry patches. Children use their initiative well. For example, two four-year-olds finish playing with the car park and animals. They decide to change the toys and confidently go to the low cupboard to do so. Later they enter the reception class area where they confidently play with the sorting bears.

A mixed age group of three- and four-year-olds show keen interest as they play in the role-play area. This has been changed into a Chinese restaurant. Children take on different roles; some children have decided to dress up in Chinese costumes and wait to be served; some decide to be waiters and waitresses; others decide to be on the till and collect the money. A four-year old has decided she is the owner and tells the children when the restaurant is closed and open.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a sound knowledge and understanding of the Foundation Stage and how young children learn. Their questioning skills challenge and support children to achieve as much as they can; this is suited to the needs of the children. For example, two four-year-olds are asked to feel and taste the noodles. 'What does it feel like?' asks the staff. 'They feel sticky,' answers a four-year-old. The staff member

asks what the noodles taste like. 'Smoothy,' answers a four-year-old. The staff are committed to extending children's learning and move them on to the next stage of learning. They extend activities to include the local community and teach children the various aspects of different cultural festivals.

The learning environment and programme of activities are effectively organised to provide a broad and balanced range of activities and experiences across the six areas of learning. Planning is suitably established and is clearly linked to the areas of learning. Assessments are easily accessible to the parents and are successfully linked to the stepping stones. Children's starting points are recorded during home visits, but are not recorded in their assessment files. Therefore, children's progress in relation to their starting points is not clear.

Children are making good progress in the six areas of learning. The three- and four-year-olds show increasing independence in selecting and carrying out activities. All children separate from their carers with confidence and have a very good sense of belonging. For example, children self-register before entering the setting. During the food tasting activity children make connections between their different life experiences; they remember eating Chinese food at their auntie's home. Children confidently link up with adults for support and guidance. For example, a three-year-old asks a member of staff to read her a story and shows keen interest as the staff member reads the story. Children have a good relationship with each other; they often seek each other out to share experiences. For example, two four-year-olds decide to wait for one another to play in another area.

Children show interest in mathematics. For example, a three-year-old counts up to eight by saying one number name for each item. They use mathematical language in play, such as 'big' while building an elephant with the large bricks. Older children recognise numbers up to 10 and represent numbers with items. At singing time the children sing 'Five current buns' and calculate how many buns are left when one is bought. However, opportunities for children to calculate are limited and opportunities are missed during the day to develop children's knowledge in shape recognition. Children experiment with colour; one child makes brown and staff ask what colours she used to make brown. The child tells her what she did.

Children have very good opportunities to show interest in information and communication technology; for example, a three-year-old and a four-year-old explore how the tape recorder works. They put the earphones over their ears and put the tape into the deck. The four-year-old then looks for the button to switch the tape on. Children have opportunities to show interest in the computer, but opportunities are missed for them to complete a simple program. The children have access to two mark-making tables. A four-year-old sits at one of the tables tracing small letters of the alphabet; she then competently writes her name. Children have very good opportunities construct with a purpose in mind; two children build an elephant and one of the children pushes a long brick through the holes in the other bricks. 'What's that for?' ask the staff. 'His tail,' says the child. Afterward the children stand proudly as they have their picture taken.

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

The provision is good.

Parents are provided with very good information about the provision and are informed about their child's progress through discussion and written records. The staff visit children at their home before they attend the nursery; at that time they discuss the children's care plan. This includes language spoken at home. The parents have easy access to the policy and procedures of the setting including the complaints procedure. They are made aware of the open-door policy and feel comfortable talking to staff about any issue arising.

The children's centre has a family worker who works with families in the centre and the community. Parents are aware of the book-lending service in the parent area and are made aware of new information through the displays on the parent noticeboard. For example, a new training programme is available for parents to attend: 'Managing and understanding behaviour'. As a result, children are cared for because the staff effectively work with parents to meet their individual needs.

Effective systems are in place to ensure children are fully included in the setting. For example, the staff have a concise understanding of the 'special needs' policy. They have received training with this regard and show experience in caring for children of all abilities. The inclusion of children is planned and monitored through the weekly staff rota and individual educational learning plans. The staff work closely with parents and outside agencies to offer care for their children and special equipment is in place to ensure children are able to access all areas of play and learning. The parents receive regular feedback about the development of their children through formal and informal meetings.

Children are well behaved because the staff manage their behaviour in a way that is appropriate to each child's age and stage of development. They make sure that children are not bored or frustrated, but are busy and contented. For example, the children have drawn pictures of themselves showing different emotions. Alongside their picture is a photograph of them showing different expressions. As a result, children learn to understand the feelings of others and respond to appropriate expectations for their behaviour.

Children become aware of the wider society because the staff provide activities and resources to extend their learning. For example, the home corner has been changed into a Chinese restaurant; children thoroughly enjoy playing in this area. A three-year-old takes a pair of chopsticks, saying they are drumsticks. A four-year-old corrects him saying, 'They are not drumsticks, they're chop sticks.' This activity will extend to a visit to the Chinese market. The children's spiritual, moral, social and cultural development is appropriately fostered.

The quality of partnership with parents and carers is good. The parents are encouraged to be involved in their child's learning in a meaningful way. Newsletters are available and questionnaires are sent out for parents' views. They are asked about their child's attainment on entry and are aware of the themes for the nursery. Parents have easy access to their children's profiles; links to the stepping stones are colour-coded but are not clearly explained to them. The staff invite parents to discuss their children's achievements once a year. The parents are aware of the open-door policy, where they can speak to the staff as and when they want to.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures effectively ensure children are well protected and cared for by staff with knowledge and understanding of child development. For example, staff are qualified in childcare and are committed to continual improvement. All staff are vetted and a record is kept of this. New starters have stringent induction programmes this includes anti-oppressive training.

The children's centre has an overall centre manager; she is supported by a management team which includes the day nursery manager.

The staff are very well deployed and make good use of space and other resources so that children are well cared for and supported during the day. As a result, the adult: child ratio positively supports children's care, learning and play.

All policies and procedures are in place, and work in practice, to promote children's good health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management is good. The leaders have a clear vision for nursery education and a strong focus on the personal development and achievement of all children and staff. For example, regular training sessions are conducted and a record is kept of all training attended. The manager motivates staff by valuing their ideas and the staff are further supported by an advisory teacher.

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**

Since registration 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 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):

- make sure parents sign a record of all medicines administered to children
- make sure children cannot access hazards in the nursery and ensure that all children are able to have equal access to the setting's resources.

### **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):

- make sure children's starting points are reflected in their profiles and the stepping stones are clearly explained to parents
- provide more opportunities for children to complete a simple program on the computer and more opportunities for them to calculate and recognise different shapes.

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)