



Rylestone Early Years Centre

Inspection report for early years provision

Unique Reference Number	512564
Inspection date	07 February 2007
Inspector	Ingrid Pine
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Registered person	Leeds City Council - Early Years Service
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The setting is part of Hunslet Children's Centre and is registered to care for 40 children from three months up to three years. It currently has 23 children on roll who attend for a variety of sessions. The provision was formerly Rylestone Early Years Centre and was originally registered in the 1980s. The setting is open all year round from 8.00 until 18.00 each day apart from Thursday when it closes at 14.00 for staff training. It is also closed for Bank Holidays. The setting supports children with learning difficulties and disabilities and those who speak English as a second language. Children progress to the site at St Mary's School when they attain their third birthday.

The setting is housed in a purpose built, single storey building situated in the centre of Hunslet, South Leeds. The children have use of two areas, one for the babies and one for the two and three-year-olds. There are two outdoor areas suitable for play.

There are a total of 14 members of staff working full or part-time, most of whom have, or are working towards, a relevant childcare qualification. There are also two kitchen staff.

The Centre receives support from the Learning and Leisure Early Years Department and a family worker. The setting runs a stay and play group on other premises for non-working parents and has links with the local health visitor and community nursery nurse.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Suitable hygiene routines, such as washing hands after using the toilet and before meals, promote children's health and prevent the spread of infection. Staff guide and support young children well and ensure that they are aware of the reasons for good personal hygiene. Risk of cross infection is effectively minimised as there are appropriate procedures in place for children's nappy changing, sleeping arrangements and sickness. Written policies are shared with parents and they are aware of the routines to follow when their children are ill.

Children are well nourished and are offered a varied diet which includes at least five fruits or vegetables a day. A comprehensive weaning policy ensures young babies are introduced at an early stage to healthy options. All children's individual needs are discussed with parents so that any allergies and preferences are accommodated. All children are given extra fluids throughout the day. Older children access their own from a water cooler, and there is a cafeteria system in place so that children can choose when they want to have their snack which always consists of healthy options. Staff create a social family atmosphere at meal times and there are plans in place to introduce a system where older or more able children can help themselves from tureens and dishes.

All children experience a healthy lifestyle and have many opportunities to develop their physical skills through well planned activities both indoors and outdoors. A large, imaginatively planned outdoor area offers children many choices. They learn to crawl, walk, climb under, through and over objects and manoeuvre wheeled toys along windy paths. Older children thoroughly enjoy learning how to use small equipment and some are very competent at being able to hit a ball with a bat.

Young children's self-esteem and sense of worth is nurtured. Children have their own key person and this is enhanced by the support of a significant other adult, ensuring that they are cared for in a consistent and continuous manner. They receive lots of hugs and cuddles and staff interact and play at their level, ensuring that their emotional well-being is fostered.

All young children and babies sleep according to their individual needs and routines as discussed and agreed with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in a warm, welcoming, safe and secure environment. A very thorough risk assessment was carried out before children were allowed to use the building. Staff worked closely with outside agencies to ensure the safety of the building.

Staff are vigilant and make children's safety paramount at all times. They are aware of children's constantly developing abilities and organise resources and equipment to support and help them to play safely. Furniture and equipment is of a very high standard and appropriate for the age and developmental stage of the children who attend. Children can safely and easily access all toys and equipment and they are supported and guided to understand their own safety and that of others. They are given gentle reminders to play appropriately in the sand so that it does not go in another child's eye, and they independently search out a brush and sweep spilled sand into a dustpan, without being prompted.

Comprehensive risk assessments and policies and procedures cover all areas of safety within the setting and visits to other amenities. These include detailed flow-charts that easily identify the procedures for dealing with emergencies, for example, lost or uncollected children and for maintaining the safety of the building. Regular checks of the outside area are made before children are allowed to go out to play and baby prams have nets to protect them from insects or cats.

There is a rolling training programme to ensure that all staff's first aid qualifications are kept up to date and one member of staff is the designated officer with responsibility for safety within the setting. All medication, accident and incident books are completed thoroughly and are up to date.

Staff have a clear understanding of their responsibilities for children's welfare and have sound knowledge and understanding of the rules they must follow if they suspect abuse or neglect. Clear policies and procedures are in place including strict vetting procedures, further ensuring the children's safety whilst attending the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, content and engage in meaningful play. Children have access to a broad range of very good quality resources and equipment that is appropriate to the age and stage of their development. They are well supported by staff who have a sound knowledge of the 'Birth to three matters' framework.

The ethos of the setting is to work around children's individual learning patterns and capabilities. All staff observe children's play routines and interests and provide exciting and stimulating activities and resources that build on what children know and that encourage them to learn more. They respect children's ideas and independence. For example, children choose their own paper, paint and brushes in the creative area and choose their own snacks and drinks. Staff respond to children's requests to go outside to play or happily relax with them in cosy, sensory

areas, discovering patterns with light wands, watching bubbles circulating in a bubble lamp or reading favourite stories. A successful session with the bats and balls is repeated as children realise their competence. They are proud of their achievements and want to repeat the exercise.

Young babies are nurtured in a cosy, homely environment. They are happy, relaxed and confident. Staff respond to their sounds and gestures and encourage their independence at mealtimes. They tickle and talk to them whilst changing their nappies and play peek-a-boo with mirrors. All young babies have access to the outdoors. They have opportunities to rest and sleep in comfortable coach built prams in the fresh air, and if they are mobile, spend time with supportive staff exploring the well planned, stimulating play area, ensuring that their physical skills are well developed.

Staff share children's achievements with parents and carers and encourage them to contribute to their child's records of development and learning.

Helping children make a positive contribution

The provision is good.

Children learn how to appreciate similarities and differences and develop positive attitudes to others. Resources that positively depict aspects of other ways of life in their own community are provided and activities used as a base to build on children's understanding of the wider, diverse world. For example, children use photographs to recognise local amenities and reconstruct them with building blocks and small world resources. They explore their own feelings through appropriate topics and resources such as photographs and empathy dolls.

The setting has an inclusive policy to support children with learning difficulties and disabilities and those who speak English as a second language. A designated special educational needs coordinator organises support and services and works closely with parents and carers and outside agencies to provide any facilities that are needed to help all children develop their skills and knowledge.

Children are polite, well-behaved, confident and relaxed in response to the positive behaviour management strategies used by the staff. Children are encouraged to voice their opinions and their preferences are taken into account raising their self-esteem. The children take great pride in their achievements. They readily seek out staff to show them their work and receive meaningful praise.

Children benefit from sound, positive partnerships developed between the staff and parents and carers. Children are cared for according to parents' and carers' wishes, promoting consistency and continuity of care and fostering children's well-being. There are effective systems in place to ensure that information is shared on a regular basis, for example, through diaries, daily conversations with key workers and displays on such matters as the 'Birth to three matters' framework and heuristic play. The setting provides comprehensive information for parents about the setting, including all relevant policies and procedures, which assures them of the quality of care that is provided for their child.

All parents are made to feel welcome within the setting and there are various support groups and social activities connected to the provision. However, at the present moment, facilities for their inclusion within the centre are not complete and available for use.

Organisation

The organisation is good.

There is a strong, experienced management team, all of whom hold relevant qualifications and who are very clear of their roles. They are committed to furthering their own development as well as that of other members of staff, ensuring the setting provides high quality care for all children. Staff work well together as a team and are encouraged to contribute their ideas to the smooth running of the nursery through regular discussion, meetings and feedback. Practice is regularly monitored and there are effective systems for appraisal. Developmental and training needs are identified and staff feel well supported. This includes a regular in-house training session every week.

Space is well organised and children develop their independence as they easily access a varied range of resources and choose their own activities. Several members of the staff team are classed as supernumerary to ratios. This ensures that there is always support for children's individual needs, and also that the nursery runs efficiently when members of the senior management team are absent or on training.

All required documentation for the safe management and welfare of the children is in place. There are comprehensive policies and procedures and these are shared with parents.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to improve medical documentation, obtain written permission from parents to take photographs and to provide an overview of accidents to inform risk assessments. It was also asked to give children the opportunity to develop a deeper understanding of keeping healthy.

Since the last inspection documentation has been improved and all required recommendations carried out, ensuring the safety and welfare of children.

A series of topics and discussions during meal times and snack times have developed and improved children's understanding of keeping healthy.

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

On the basis of the evidence collected on this inspection:

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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):

- further develop facilities that enhance strong partnerships with parents and carers.

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