



Ireland Wood Children's Centre

Inspection report for early years provision

Unique Reference Number	512663
Inspection date	07 March 2007
Inspector	Jane Elizabeth O'Callaghan
Setting Address	Raynel Gardens, Leeds, West Yorkshire, LS16 6BW
Telephone number	0113 2817829
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Registered person	Ireland Wood Children's Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 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?

Ireland Wood Nursery, Pre-school and Squirrels Out of School Club opened in 1973. The setting is situated in the Ireland Wood area of Leeds. The setting operates from four play rooms and the school hall, within Ireland Wood Primary School. The setting serves the local and surrounding areas. There are several fully enclosed outdoor play areas available for outside play.

The nursery is registered to provide full day care for a maximum of 55 children up to five years of age. There are currently 120 children from three months to four years on roll. Of these 55 children receive funding for nursery education. Sessions are from 07.30 until 18.00 all year round.

The out of school club is registered to provide care for a maximum of 60 children from four to eight years, before and after school and during school holidays and to cover staff training days.

There are currently 37 children from five to 11 years on roll. Sessions are from 07.30 to 08.50, before school, 15.15 to 18.00, after school and 07.30 to 18.00 during school holidays.

The setting currently supports a number of children with learning difficulties and /or disabilities, and also supports a number of children who speak English as an additional language. The children attend for a variety of sessions.

There are 17 fulltime and eight part time staff working with the children and over half of the staff have a level three and four in early years qualifications. The manager has a level seven in an early years qualification. There are other members of staff who are currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good understanding of healthy practices through topics and activities, for example, healthy eating. They know to wash their hands independently after messy play, after using the toilet and before all meals and snacks and they understand the importance of practising good routines of personal hygiene, for example, 'to get rid of germs'. Most areas used by children are clean, however there are occasionally areas that require some attention, for example prior to meal times.

Children enjoy exercise and develop a positive approach to this. They have regular opportunities for outdoor physical play. Children are encouraged test themselves and to develop physical skills and control of movement. They have access to a good range of experiences and activities. Staff have good knowledge and understanding of child development and encourage all children to develop and try out new skills and seek support when needed. For example, children balance on the wooden mushrooms and manoeuvre bicycles and scooters and they enjoy gardening outside. Children develop a good awareness of available space; they move around confidently, with control and in a variety of ways, including running and jumping. They also have access to the apparatus in the school hall. Children competently use a good range of small equipment, which includes scissors, glue spreaders and utensils.

Children are able to access drinks of water throughout the day and enjoy fresh fruit, which is always available in most rooms. The older children access drinks and fruit freely and can cut the fruit up independently or with assistance, if required, from staff and other children. Main meals are prepared on site in a clean and well equipped kitchen. The qualified cook prepares meals that are of a highly nutritious value and complies with any children's dietary requirements. The nursery provides parents with a four week menu that is rotated and includes a variety of freshly cooked meals. For example, children have lamb cobbler, fisherman's pie, cauliflower, broccoli, jacket potatoes, dips, raw carrots and fruit.

Children in the out of school club follow the same healthy procedures and wash their hands prior to eating. They receive healthy and nutritious meals and snacks that are cooked on the premises; for example, fresh fruit, toast, raw vegetables, dips, jacket potatoes, cheese and

crumpets. They have access throughout the session to a fenced off area, where they can play ball games and use the school hall, where they play with climbing frames and ropes.

Staff have a good awareness of the 'Birth to three matters' framework, and have all attended the training. Their knowledge and understanding in this area is evident in the good care of children in this age range. For example, babies' food is prepared according to their needs. All children, regardless of their age, are given the same healthy foods. Children's sleeping and feeding routines are monitored and recorded appropriately and discussed with parents. The children in all areas can sleep in cots, on mattresses or on settees depending on the children's needs.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The nursery has a wide and spacious entrance which is extremely welcoming and has a vast amount of useful information for parents and visitors displayed on notice boards. The premises are mainly used by parents of children in the nursery but there are also other support groups. All visitor's identities are checked and they are asked to sign in the visitor's book before being allowed through.

The nursery has very good toilet facilities for children, adults and anyone with any disabilities. The children use warm air hand driers in the toilets and in the rooms disposable paper towels are all easily accessible to the children. The kitchen is very clean and all policies relating to kitchen procedures are available including a policy relating to dangerous chemicals, which are all kept in a locked cupboard away from the children. The cook has attended training and uses all correct procedures. The children do not have access to the kitchen as only staff are allowed to enter through a secure system.

The children are cared for and play in a nursery that is exceedingly pleasant and a highly inviting environment for both children and visitors. The nursery is decorated to a high standard with very bright cheerful displays. For example there are displays of children's work, informative displays about all the parent groups and other general information. Outside each room is an area for display of staff qualifications, training certificates, photographs of children's activities and examples of their work..

The children can easily access toys and equipment in each room. All children, regardless of their age and ability, have a vast selection of both toys and equipment. For example, the under two-year-olds have access to a small wooden baby gym, small tables and chairs, small feeding chairs that go under the semi circle table, enabling this age group to have sociable meal and snack times with the staff. Children of an older age have a superb range of equipment including chairs of varying sizes and settees for them to relax in with adults, or on their own. This encourages children's independence in an environment that is exceptional for their ages and stages of development. The children are protected from cross infection because staff following strict procedures when washing the tables and chairs and they check all equipment daily and record any concerns.

The children are encouraged to practise fire drills regularly within the nursery itself and also as a whole with the school. The fire drills are recorded and each room is responsible for completing this procedure. The manager is the designated fire officer and ensures that all rooms are checked regularly by staff to ensure that exits are clear. The manager has enabled staff to attend a fire awareness course, which ensures that all children and staff are cared in a safe environment.

Children have free access to several outdoor areas at all times. Each area has its own appropriate safety surface. The equipment is suitable for all-year outdoor use, is checked daily and details of this are recorded on separate risk assessment forms. The nursery manager has developed strong links with the health and safety officer within the school and together ensure all safety procedures are implemented. Children are well supervised and the management of risk provides appropriate challenge and is effective in promoting children's confidence and independence.

The nursery has in depth policies for lost or uncollected children and for going on outings. When children are collected all parents and carers must use a password, which ensures that children are protected. The nursery corridors are all fitted with security pads and parents use an intercom to enter the corridors. The nursery invites outside agencies such as police and fire to talk to the children and includes safety in topic themes. This ensures that all of the children are cared for in an exemplary safe environment and are developing a good awareness of how to keep themselves safe.

The manager is the designated person for any child protection concerns. The staff and parents are made fully aware of the comprehensive policy and procedures undertaken. They are all asked to read the policy and all staff have attended the training. The manager ensures that all staff attend training regularly so that staff are all aware and have extensive knowledge and understanding of any changes occurring. The nursery also has a separate referral book for social services; and another book with all the relevant contact numbers available. This ensures that all children are protected through the staff's excellent knowledge and understanding of child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under three years old and developing their programme of activities. Most of the staff have attended the 'Birth to three matters' framework training. This is evident in the planning for the younger children and the enjoyable activities provided. For example, children play enthusiastically with shaving foam and shredded paper. The younger children are developing a good sense of self and belonging. Staff caring for the older children have a sound understanding of the Foundation Stage curriculum and provide the children with good learning opportunities. All children are seen to access the well equipped outdoor areas freely throughout the sessions. For example, children can play with outside bicycles, sand pits, garden soil, play house and then go indoors to jigsaws, free painting and construction.

Staff provide continuity of care for the children under three-years-old, which ensures their routines and needs are well met overall. Good relationships are established that enhance children's independence and promote their development of well-being appropriately.

The out of school club has a very good range of stimulating activities available. For example, games for varying ages and abilities, role play, books for all ages and a quiet area where there is a television. Children are encouraged to have free time and choose what they wish to play with. This ensures children are in a relaxing environment after a busy day at school.

Nursery Education

The quality of the teaching and learning is good. The children are keen to learn and participate in the good range of activities offered, which are well-organised and accessible to the children. Staff use a range of teaching methods with the children to support their learning across the curriculum. Children work well together, follow routines safely, and accept responsibility for their actions. The children have good levels of concentration and imagination and they offer and extend their own ideas through their play; for example, children do lists for the office. There are many displays of the children's work which shows a variety of resources used, such as collage and letters.

Children communicate well both with each other and staff. Staff encourage the children to share their experiences and talk about what they know; they encourage children and make good use of questioning if a child is uncertain. This supports children's thinking skills and develops their independence. Children are very well behaved, they share, take turns, play harmoniously and build good friendships. The children independently select and carry out activities and are co-operative at tidy-up time. They form good relationships with adults and peers and show care and concern for others. For example, children are encouraged to say sorry when they have upset another child and also thank you and please throughout play and snack times.

Children are given regular opportunities to practise their writing skills and develop their knowledge of letter sounds for example, through phonetic name songs. Children are able to listen carefully and respond enthusiastically to stories and they understand that print carries meanings. Some children are able to recognise their own names and beginning to write them.

Children are developing their confidence and use of numbers and counting to five and beyond in their daily activities. For example, children count numbers when singing and at circle time and calculate through songs confidently. However, there are limited opportunities for children to learn to count in everyday situations. The children are beginning to develop some knowledge of basic shapes and size. For example they recognise some shapes such as circle, square and full and half bucket of sand, but have limited awareness of other shapes and size.

Children have good opportunities to explore and investigate their surroundings in the nursery. For example, they collect worms from the garden for the wormery and they celebrate festivals through planned focus topics. Physical skills are well-developed and provision for this is well-balanced throughout the day. Children are enthusiastic and confident in their use of both large and small equipment, such as riding bikes, riding on scooters, using the mouse on the

computer and using scissors. A good range of creative experiences and resources assist the children to make sense of the world around them.

Assessment of the children's learning and progress is managed by the children's key worker. The level of challenges for children are good and children show enthusiasm and interest in the activities provided. These activities enable children to make good progress. Evaluation of activities and ongoing plans show new challenges. The planning shows all stages of development, where the children's next step is and where more support is required.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and their own needs are well met. Children are developing a positive attitude to others and a good understanding of the wider world and the local community. For example, children celebrate festivals, and they try different types of cultural foods, like curries, noodles and rice. The children have access to some resources and activities which show images of culture, ethnicity, gender and disability; for example, dressing-up clothes, books, jigsaws, posters and dolls. However, this area of resources is not currently very extensive.

Children behave well, they are given lots of praise and encouragement. They learn to share, take turns and are beginning to accept the needs of others. They learn to understand right and wrong because staff provide consistent boundaries, which are age-appropriate and include explanation and distraction. The nursery has an in depth behaviour policy, which helps children learn why some behaviour is unacceptable. Children are encouraged to say thank you and please and staff are good role models. The school children have the same boundaries as the nursery, however they have also devised their own behaviour rules which they display. For example, the school-age children ask each other to be kind to each other, not to bully and not to run around the room. This gives older children responsibility and encourages good behaviour in the children.

The nursery cares for children with both learning difficulties and disabilities. There is a written policy which is available to parents and staff to read. Staff have attended several training courses; for example, supporting children with language difficulty, eating and drinking difficulties, manual handling and autism. The staff are keen to continue accessing more training in this area. All children are included and have a good selection of equipment and toys they can all access. Children who may need additional support can access items such as walking frames, large crayons and wooden beaded games. Children also have access to the physiotherapy room and a nurse who is on site in the school. The staff of the nursery work closely with the school to enable children to access the extensive facilities available for children with disabilities. This ensures that all children are treated with equal care throughout the nursery and in the out of school club.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats, daily diaries and very informative notice boards. Parents have good access to all policies through a parent pack and these are available in each child's room. Parents are also given opportunities to attend open evenings where they are informed about their child's progress, the Foundation stage curriculum and the 'Birth to three

matters' framework. This ensures that parents are kept informed of their children's progress. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

The environment is extremely well-organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them support, encouragement and ratios are met. This helps children to feel very secure and confident within the setting. Children are kept safe and healthy as staff attend and update training regularly, including first aid, 'Birth to three matters' framework, Foundation Stage, makaton and supporting children with eating and drinking difficulties. Children are well cared for through effective implementation of an extensive and comprehensive range of policies. Documentation is thoroughly maintained throughout the nursery and the out of school club.

The leadership and management of the nursery education is outstanding. Staff have attended Foundation Stage training and are highly involved in planning for the curriculum to help children develop. The staff are dedicated to attending a vast range of training and are highly qualified. All staff continually strive to increase their qualifications and attend further training. This ensures that children are cared for by enthusiastic and inspiring staff encouraging children to flourish in their development, through exciting planned challenges. There are regular evaluations of staff performance and also appraisals are used to monitor staff development. Assessment records are updated by key workers, who monitor children's achievements and development so that all children are supported to make good progress. These records are intricate and clearly show all areas of learning for each child. Parents are well supported to become involved in their child's learning and they are encouraged to read and add to individual assessment records.

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

Improvements since the last inspection

At the last inspection the nursery was asked to make improvements to the outdoor play area, so that it is a welcoming and stimulating environment for children to play. All of the outdoor areas are now extremely welcoming and stimulating; they all have covered areas, and there are sand pits, gardens where children dig and plant seeds and pathways where they can ride around freely on bicycles, tractors, play with balls and with scooters. This ensures that children can access a welcoming and stimulating environment and develop their social and physical skills.

At the last inspection the nursery was asked to improve the assessment of children's progress and monitoring of the methods used for teaching. All staff do extensive and detailed planning that covers all ages and stages of development. Children have their own individual profiles which explains at what stage of learning the child is at and what the next step should be. These are always accessible to parents and they are encouraged to contribute. This ensures that the monitoring and teaching methods assess all children's progress.

At the last inspection the nursery was asked to enhance opportunities to provide activities for calculating during play. Children now learn about calculating through the singing of rhymes. For example, singing 'five cuddly teddies' and then deducting the amount, they also do this through daily situations such as snack time. The children are now beginning to develop their calculating skills.

The nursery at their last inspection was asked to develop opportunities to link sound to letter. Children can now link sound to letter through daily singing and through the developing of letter sounds by phonetic names. The children also recognise their names and how the letter sounds and are beginning to develop link sounds to letters.

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 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 all areas accessible to children are hygienic
- continue to extend the range of resources to promote equal opportunities.

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 opportunities for children are available for them to make progress in learning to count and to use numbers in everyday situations
- develop opportunities for children to develop their understanding of shapes and size.

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