

# Childrens Corner (Headingley) Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	510091
<b>Inspection date</b>	12 April 2007
<b>Inspector</b>	Thecla Grant
<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 Childcare
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Children's Corner (Headingley) Ltd is run privately by the Children's Corner Group of Nurseries. It opened in 1999 and operates from three rooms within a Leeds City Council building for the blind and partially sighted. It is situated in the Headingley area of Leeds. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 23 children aged from under nine months to under four years on roll. Of these, six children receive funding for early years education. Children come from a wide catchment area.

The nursery employs five members of staff. Of these, three hold appropriate early years qualifications and two are working toward a qualification.

## 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 and clear policies about children who are sick or who have infectious diseases. Children's health is further promoted by a wholesome, nutritious and balanced diet, which is usually prepared on the premises. This includes children's specific dietary requirements. Mealtimes are a relaxed social occasion when staff and children sit together around the table to enjoy their food and each others company.

The staff follow environmental health and hygiene guidelines policies and procedures. For example, they clean the surfaces with disinfectant spray and wear gloves when changing nappies. Children learn good hygiene practices through regular routines. Older children have a very good knowledge of good simple hygiene practices. They know why they need to wash their hands before meals and why they need to brush their teeth after meals.

There are good opportunities for children to take part in regular outdoors physical activities. The three-year-olds enjoy kicking the large ball around the garden. Children play on the slide, they climb the climbing frame and see who can run the fastest. However, opportunities are missed for children to practise their balancing skills. The babies enjoy going for a walk on the grounds of the site; younger babies rest in their push chairs and enjoy the fresh air, toddlers are supervised as they walk. As a result, children enjoy physical activities and rest and sleep according to their needs.

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

The provision is satisfactory.

Children are cared for in a safe and secure indoor and outdoor environment. Appropriate systems are in place regarding the security of the nursery. The staff manage access well. For example, they keep the door leading to the play room locked and all visitors are asked to sign the visitors' book. The staff are welcoming to parents and their children. They use the space available appropriately and creatively. The accommodation is clean and the walls attractively display children's artwork.

Children happily access a very good range of toys and equipment. These are age appropriate, stimulating and provide sufficient challenge. Indoor furniture available is child height and appropriate for use, however, the table used for the garden has jagged edges and the chair legs are rusting.

The staff are appropriately aware of the safety policy and procedures. For example, children are never left alone and suitable procedures are in place regarding the monitoring of accidents in the setting. Most accidents are signed by parents. A working risk assessment is in place along with an outings form, however, this was not effectively completed when taking children for a walk on the grounds.

Children learn about fire safety through regular fire drill practises and know what to do in an emergency. Fire practices are recorded. As a result, children are learning to keep themselves safe. The staff have a very good understanding of the child protection policy. They have 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.

Babies explore their immediate environment through all their senses. For example, they enjoy crawling through the shredded paper. Other young children play in the ball pool and throw the balls onto the floor. The children have been given large plastic bricks which they take out of the box and throw onto the floor. Some explore the items with all of their senses as they look at other children playing.

Staff recognise that they are a valuable resource for young children and play games with them, such as peek a boo. They provide stimulating experiences for the babies and encourage their language skills. For example, an 18-month-old child looks at a book with a member of staff. The member of staff says 'ball' and the child replies 'bu'. Up to date planning is available for babies, which is implemented in the room.

Older children enjoy circle time. They look at the weather chart with the staff and discuss the month and the date. A small group of four-year-olds discuss aeroplanes with the staff. They draw the planes and discuss how many wheels are on them. When an aeroplane flies past they shout 'happy holidays'. The children enjoy a wealth of activities, such as arts and crafts, mark making, water play and playing in the sand.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The staff have a suitable knowledge and understanding of the Foundation Stage and how young children learn. The staff appropriately use their time and resources to enable children to make progress. They suitably plan the learning environment and programme of activities to include visits in the local community. However, curriculum planning is not effectively linked with what children learn.

Staff appropriately challenge and support children to achieve as much as they can. The staff suitably question the children, but do not effectively adapt children's interests into spontaneous or planned activities. For example, children decide to pour water into the sand, a four-year-old pretends they are making a rock pool. However, opportunities were missed to extend the activity. As a result, children do not effectively lead play.

Children are making suitable progress through the stepping stones toward the early learning goals. 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. Children talk freely about their home and the community and confidently seek each other out to share experiences. For example, a small group of four-year-olds work together to connect a mechanical construction. Children enjoy looking at the illustrations in books and handle them carefully. For example, a four-year-old confidently sits in front of his peers to read them a story.

Children show interest in numbers and counting because the staff give them plenty of opportunities during the day to calculate. Some four-year-olds know that two and one equals three. Children recognise numbers seven and five. They use size language, such as little and big, and can match circles and triangles on their work sheets. Children have opportunities to

explore and investigate. They enjoy playing in the shaving foam, however, opportunities are missed for children to explore malleable materials and use tools for a purpose.

Children negotiate appropriate pathways when walking and show respect for each others personal space when playing. They learn about different cultures and are encouraged to share their holiday experiences when they go abroad. The three and four-year-olds have good opportunities to draw and paint, they enjoy arts and crafts. Children enjoy singing; they sing in a group and request their favourite songs. However, children do not have enough opportunities to show interest in how musical instruments sound.

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

The provision is good.

Parents are provided with very good information about the provision and their child's progress through discussion and written records. The parents share information about their child's personal details, so staff can care for them in accordance to their needs. Information for parents is shared on the parent's notice board. For example, policies and procedures of the nursery and a menu of what the children will eat. Parents' evenings are in place.

Effective systems are in place to ensure children are fully included in the setting. For example, the staff have attended training in inclusion and a 'special needs' policy is in place as well as an inclusion worker. As a result, children are cared for by staff who work with parents to meet the individual needs of their children. There are no children with learning difficulties or disabilities on roll.

The staff make sure children are not bored or frustrated, but are busy and contented. As a result, children have a good relationship with each other. Children happily access a good range of resources, which positively reflect the diversity of their local community. The children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is satisfactory. The parents receive suitable information about the educational programme and staff have systems in place for parents to become involved in their child's learning. The staff organise children's profiles so that they are linked to the stepping stones; but this is not shared with parents. Children's profiles do not show their starting points and are not up to date. Therefore, information gained from them does not give a clear picture of the child's progress.

### **Organisation**

The organisation is satisfactory.

Recruitment and vetting procedures appropriately ensure children are well protected. All staff are vetted and a record is kept of this. The staff show commitment toward their own personal development by attending relevant training courses and work shops.

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.

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 are satisfactory. The leaders have a clear vision for nursery education and a balanced focus on the personal development and achievement of all children and staff. For example, in house training sessions are in place for all staff.

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 nursery was to improve aspects of care and education. These aspects have improved. The regulators are now informed of all changes with regard to staff. Resources are clearly labelled. Staff have improved teaching methods with regard to mathematics and developed practical opportunities to involve parents, by having parents evenings where parents are asked to contribute to themes. As a result, children's learning environment has been extended.

### **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 good. 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 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 furniture provided for children is safe and in good condition and ensure the outings policy is correctly filled in when children leave the building.

#### **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 planning is linked with what children learn and is adapted to extend children's interest
- provide more opportunities for children to explore malleable materials and use tools for a purpose. Make sure children have more opportunities to develop their balancing skills and show interest in how musical instruments sound.

- develop systems in place to ensure parents are better informed about their children's progress and achievements.

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