

Chickenley & Earlsheaton Children's Centre

Inspection report for early years provision

Unique Reference Number	EY340083
Inspection date	20 July 2007
Inspector	Paula Fretwell
Setting Address	Chickenley Community Centre, Princess Road, DEWSBURY, West Yorkshire, WF12 8QT
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Registered person	Kirklees Early Years Service
Type of inspection	Integrated
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 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 good.

WHAT SORT OF SETTING IS IT?

Chickenley and Earlsheaton Children's Centre is managed by Kirklees Early Years Service. It offers integrated care and education with family support, health care services and adult training. It operates from premises on the site of Chickenley Infant and Nursery School in Chickenley, Dewsbury. Children have access to three main care rooms and enclosed outdoor play areas.

There are 44 children on roll, 10 of whom are in receipt of nursery education funding. The setting welcomes children with learning difficulties and disabilities or those who speak English as an additional language. The centre is open from 08.00 until 18.00 throughout the year and serves the local community of Chickenley and Earlsheaton.

The facility employs 14 staff, all of whom hold a relevant childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's individual health and hygiene needs are promoted well. Effective procedures minimise the risk of cross-infection and close attention is given to encourage children to be aware of their own personal hygiene. Younger children independently access the bathroom and older children give good explanations about hand washing and how germs can make people ill. Nappies are promptly changed and disposed of and careful attention is given to hand washing. Providers clearly understand the importance of excluding sick children to protect the health of others and a well explained sickness policy is shared with parents.

Children's healthy eating is promoted very well through regular nutritious snacks and meals provided by the designated cook who knows each child's individual needs. Menus are carefully prepared using fresh ingredients to ensure children receive a balanced diet and the setting has achieved the highest rating in a recognised healthy eating award. Mealtimes are very relaxed and social occasions during which the children enjoy good quality interaction with practitioners. Children are given plenty of time to eat at their own pace and younger children are given appropriate support according to their developmental needs. Drinks are continuously provided so children do not become thirsty; younger children know their own cups and older children confidently pour their own water whenever they need a drink.

Babies and very young children enjoy secure relationships with their consistent key person, to whom they can attach and feel safe. Individual, personal care, such as feeding and nappy changing is provided for babies according to their preferred routines and needs. Practitioners have some awareness of how the 'Birth to three matters' framework supports the children in their care, although they have received little training in this area.

Children thoroughly enjoy regular physical play through their free choice of indoor and outdoor opportunities. They are developing confidence in moving their bodies as they explore their surroundings and move in a range of different ways. Very young children are supported in their explorations and practitioners ensure they are suitably clothed to move around outside as they freely choose to. Children proudly demonstrate their physical skills at the setting's sports day in which they undertake a wide range of challenges according to their abilities.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children play in a very secure and stimulating environment. However, the premises for two-year-old children do not fully offer access to the necessary facilities that promote their care, development and safeguarding. The shared use of the space with the playgroup provision adversely impacts upon the care of two-year-old children at certain times within the day. For example, children sometimes become upset when other children are collected at the end of the playgroup session and provision for children to rest or sleep has to be created within the busy playroom. Both groups of children work together at all times, reducing the opportunity for key staff to work closely with their children.

Children's security is given utmost priority to ensure there is no unauthorised access to the premises. Staff control entry to the premises and there are clear procedures for the safe collection of children. Babies under two years enjoy exploring their environment which fully

supports their rapidly increasing mobility. They delight in playing with a very good range of high quality toys and resources which are regularly checked for their safety and suitability.

All children are able to make independent choices, explore and take appropriate risks. Their play and learning is supported by free access to an excellent range of good quality toys and equipment. Children enjoy opportunities to select natural and household items as well as purpose made toys and these are regularly checked to ensure they are safe for children to use.

Practitioners join in with children's play to ensure the appropriate use of resources, toys and equipment. Children are learning how to keep themselves safe through reminders from practitioners as situations arise. For example, older children know that they need to wear shoes indoors for safe feet as this stops their feet from slipping on the floor. Younger children are discouraged from climbing on the sofa or running indoors.

Practitioners fully understand their role in safeguarding children and they are clear of what they should do in the event of a child protection concern or allegation. Robust clearance procedures are followed to ensure the suitability of the full day care staff who work with the children. However, the working together arrangement in place with the playgroup is not managed effectively and does not ensure all children are fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are mostly happy and confident in the welcoming, stimulating environment and they play with a purpose. The good range of well planned activities, along with strong emphasis upon children's choice enables them to learn through play. Children's growing independence is promoted throughout the setting and practitioners support and guide children's care, learning and play. Good relationships between children and staff support children's confidence and self-esteem; children spontaneously approach staff for hugs and they receive a warm and caring response.

Babies under two years enjoy plenty of one to one interaction with their key person who knows their individual personalities and meets their needs well. Babies enjoy the freedom to interact with their environment and they discover what they can do with gentle support and guidance from practitioners. Plenty of opportunities for babies to investigate a range of resources, natural and man made, inspires their curiosity. For example, they sit in tents or cosy corners and explore shiny objects or begin to mimic adults in pretend play with real household objects.

Two-year-old children enjoy a range of play opportunities that enables them to explore using all of their senses and the free flow approach to play enables them to persist at activities of their own choosing. Children become engrossed with different textures, such as sand, cooked pasta, baked beans and slime, and they are able to play uninterrupted. Practitioners skilfully join in with children's play where appropriate to support their developing language and help to reinforce new words. Children learn the names of their body parts and they enjoy pointing to them in response to games with staff. Practitioners encourage children to think by asking them simple open-ended questions, such as 'what do you think is for dinner today?' or 'what book shall we read?'. Practitioners are aware that children may need to rest and they provide some opportunities for quiet activities, such as individual stories or cuddles.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress through the stepping stones in all areas of learning, facilitated by effective teaching that supports their interests. Not all practitioners have had training in the Foundation Stage, although they are supported closely by experienced teaching staff. The environment is organised to enable children to select their own challenges and they learn through play and first hand experiences. Staff work well as a team and plan a varied range of interesting activities for the children. Practitioners observe children and record their development to share with parents. However, children's profiles do not clearly show how they are making progress through the stepping stones within all areas.

Staff give high priority to nurturing children's personal, social and emotional development. Children show good levels of independence in the routine and in self-care and they are learning to use their own initiative. For example, children pour themselves a drink of water and they refill the jug when this is empty. Children have good relationships with each other and they interact well with staff and other adults, confidently initiating conversation. Children have a sense of belonging and they contribute well to the routine. For example, practitioners signal tidy up time by playing music and children promptly respond to help.

Children's language is developing well; they talk to describe things, such as how caterpillars change into butterflies. They enjoy plenty of stories, songs and rhymes to support their learning and they join in enthusiastically in such group activities. Children are keen to practise their writing skills as they freely access a wide range of mark making resources. They ascribe meaning to their work, such as 'this is your important letter', 'this is about you going in a whirlpool' and 'look at my name'. Children know initial letter sounds and can identify those of people they know.

Practical, everyday activities are used effectively to enable children to begin to use their knowledge of mathematics to solve simple problems. For example, they count as practitioners light birthday candles and they know they need 'one more' to represent the right age. Children tidy the wooden blocks and they sort them into the correct boxes, naming shapes and working out which shapes will fit in which box. Children use size and positional language in their play, such as when talking about their activities at sports day. For example, they talk about climbing up the biggest ladder, going the highest or moving under, through and over different sized objects.

Children are beginning to understand how things work. For example, they can explain how to operate the soap dispenser 'you press that thing and it blobs out but you have to catch it, if none comes out it's empty'. They are becoming aware of the environment and the natural world through topics and outings and they proudly show off their living creatures within the classroom. For example, they clearly describe their locusts and explain how they jump and they talk about how tadpoles grow legs and turn into frogs. Children talk about significant events, such as the sports day and nursery party and they have a developing sense of time.

Children explore a range of creative materials, they experiment with colours and textures. Resources are easily accessible for children and they know where to find what they need to support their ideas. Children use their imaginations as they spontaneously role play and they excitedly become superheroes and monsters as they go on imaginary journeys. They eagerly join in with interactive stories, such as 'the animal boogie' and they act out the parts of each animal. Children enjoy music and dance in planned and spontaneous ways. For example, they enthusiastically join in with the end of term party dancing and they sing made up songs and songs from memory.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Children's own routines from home are closely adhered to help them feel settled and secure. Information is exchanged daily with parents which means that children are cared for according to each child's needs. Babies' key information is recorded and shared with parents in a shared diary which is sent home daily. Babies' development is recorded and shared with parents, with lovely photograph examples of their child at play. Parents of children who receive nursery education funding are kept informed about what their children are learning; they can access their children's progress record at any time and practitioners are approachable so any issues can be easily discussed. Parents are welcomed and included in all aspects of the provision and they give their support to special events, such as parties, sports day and children's graduation ceremonies. Parents and carers provide many compliments about the service provided.

Children behave very well because practitioners have realistic expectations based upon their level of understanding. Positive interaction with plenty of meaningful praise and encouragement is used consistently with all the children. Good manners are reinforced from the earliest age and children show respect for each other in their play. They are learning to take turns and share with toys through sensitive explanations and good role modelling from staff. Older children are encouraged to appreciate other people's feelings and they are developing a clear sense of fairness. Children's spiritual, moral, social and cultural development is fostered.

Children develop positive attitudes towards others and an understanding of diversity through well planned activities. Good quality resources which show positive images of ethnicity, culture, disability and gender are used well. Practitioners have a very good understanding of children's individual needs and they ensure all children have fair and equal opportunities to join in with all the activities. There is very good support in place for children who have learning difficulties and disabilities and there is close liaison with parents at all times to ensure individual objectives are met.

Organisation

The organisation is inadequate.

The leadership and management of the nursery education is good. The education of children in receipt of funding is overseen by teaching staff who work within the school and there are systems in place to monitor the effectiveness of the provision.

There is a temporary management team in place which adequately ensures the day to day running of the children's centre and these staff are supported by senior personnel within Kirklees Early Years Service. Strengths and areas for improvement are appropriately identified and the service is monitored and discussed through regular meetings. Staff training needs are identified, although there is little training undertaken to support babies or children in the Foundation Stage.

Policies and procedures underpin the practice of the centre and these are mostly implemented to promote outcomes for children. Staff are clear about their roles and responsibilities; they work very hard and they communicate well with one another across the teams to meet the children's needs. The setting is responsible for managing a registered Out of School provision on the same site and these children are successfully integrated with the older children who receive full day care. However, the organisation of different groups of younger children within

a shared environment does not fully support the varying needs of the children attending. All documentation to support the practice is securely in place and filed confidentially. However, Ofsted is not informed of significant events including changes to management and this is a breach in the requirements of registration.

Overall, the provision does not meet 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.

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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, the registered person **must** take the following actions:

- submit an action plan to show how the care will be organised to meet the varying needs of children attending
- ensure Ofsted is notified of significant events
- ensure the premises are suitable for their purpose and offer access to the necessary facilities that promote the care, development and safeguarding of individual children aged two to three years.

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):

- continue to develop staff's knowledge and understanding of the Foundation Stage to enhance children's learning across all areas

- develop the recording of children's assessment and achievement to show their progress through the stepping stones in all the areas of 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