

Cottingley Children's Centre

Inspection report for early years provision

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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?

Cottingley Children's Centre is one of Leeds City Council's children's centres. It opened in 1992 and operates from two play rooms in a purpose built single storey building. It is situated in the Cottingley area of Leeds. A maximum of 40 children may attend the children's centre at any one time. The children's centre is open from 08.00 to 16.00 on Mondays and 08.00 to 18.00 Tuesdays to Fridays for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 40 children aged from three months to under five years on roll. Children come from the local and surrounding areas. The children's centre currently supports a number of children with learning difficulties and disabilities. The children's centre also supports a number of children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications and one member of staff is working toward a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners effectively follow current and appropriate environmental health and hygiene guidelines, policies and procedures. All practitioners have attended training to give medication to children with life threatening allergies. There are four practitioners trained in administering first aid and appropriate permission and records are in place regarding the administration of medication.

Children's health is promoted by a wholesome nutritious and balanced diet. Meals are freshly prepared and a menu is available for the parents. Children have their dietary needs met because practitioners work well with parents; all special dietary requirements are shared with the cook. Meal times are a relaxed social occasion when children and adults sit together around the table to enjoy their food and each others company. Drinks are readily available for the children to access independently.

Practitioners take effective steps to prevent the spread of infection. For example, they keep the premises clean and use colour coded cloths to clean the different areas of the nursery. Children's nappies are changed on a changing mat protected by paper covering. Once nappies are changed practitioners clean the mat with anti-bacterial spray. Practitioners understand the importance of hand washing and make sure their hands are washed after every nappy change. Children under three years learn simple hygiene practices from an early age. For example, children who are potty training wash their hands with soap and water. Before meals they wipe their hands with wet flannels.

The children have an exciting garden with lots of outdoor toys, such as small sit and ride toys, a slide, cars and push along toys. All children happily use the wealth of resources available. For example, children push the prams, they sit on the bikes and use their feet to push themselves along. Children are able to walk and crawl on the soft matting in the garden area.

Children rest and sleep according to their needs. Babies sleep in the cots assigned for them each day and older children sleep on mats. Children who do not sleep have good opportunities to rest in the quiet areas available.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and secure indoor and outdoor environment. The office overlooks the main entrance, which is accessed electronically. Children's artwork is creatively displayed on the walls in the play rooms and practitioners warmly greet the parents.

Children happily access what is available from the wealth of toys and equipment in each room. Each room is attractively organised into different areas. For example, home corner, heuristic play area and arts and craft. These effectively support enjoyable activities that stimulate and challenge the children in ways appropriate to their needs.

Children have good opportunities to sit together in key groups and use different areas, such as the movement area. However, during a focus activity in this area a child banged her elbow, she was comforted by her key worker but the accident was not recorded in the accident book available.

Children are taught to tidy away the toys after use. They know the routine of the nursery well and are confident. Children are learning how to keep themselves safe. For example, they regularly practise the fire drill and a record is kept of each practise.

Children are protected because practitioners fully understand their role in child protection and are able to put appropriate procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children under two explore their environment through all their senses. For example, a child experiments with the yellow paint, she feels the paint with her hands and puts it to her mouth. Another child bangs the buttons on the electronic toy to make the toys pop out. Children over two years experiment with sounds by using the tin containers as a drum. During their group time they access the treasure baskets and feel the textures of the stones. Some children build a tower out of small cones.

Children in the over two's room enjoy a range of activities and spontaneous events which support their development and learning. They join in the singing activity before lunch and know the actions to the songs they are singing. The children have fun as they play in the sensory room. They investigate and experiment with the resources provided. For example, a three-year-old holds a silk scarf over the wind machine 'woo' he says. The practitioner extends his play by asking him what will happen if he let go of the scarf. The three-year-old releases the silk scarf 'oh come back' he says as it floats to the ceiling.

Practitioners use planning, which include focus activities and children's observation profiles to plan the next steps for their play and learning. These are linked to the 'Birth to three matters' framework. Children also benefit from activities outside the setting. For example, they go for walks to the local shops and visit different places of interest.

Helping children make a positive contribution

The provision is good.

Children are cared for by practitioners who work very well with parents, to meet individual children's needs. For example, practitioner's visit their key children in their homes to build a relationship before they start the nursery. Parents receive written and verbal feedback on their children's development. As part of the healthy eating programme the nursery provides fresh fruit and vegetables to sell to the parents.

Very good provisions are in place to work closely with the parents. For example, senior staff have set up a 'Stay and play' session for parents to visit with their children. As well as this the 'Early Start' focus group provides a course to help parents to support their children. During this time their children access the crèche.

Practitioners are proactive with regard to implementing the equal opportunities policy and toys and equipment positively promote equal opportunities. These are readily available for the children to play with. Children learn about inclusion through play. For example, one of the persona dolls represents children with a disability and mostly sits in a wheelchair. The children effectively care for the doll. For example, they take turns to wheel the doll to the lunch table and carefully lift it out to take its place at the table. As a result, children effectively benefit from activities and resources which help them value diversity.

Effective systems are in place for the inclusion of children with learning difficulties. Practitioners are trained in caring for children with learning difficulties and disabilities. They have also attended specialist training to help them to care for the children who need special care.

The behaviour management policy is in place and shared with parents. Practitioners have a high expectation of children's behaviour; they manage children's 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. As a result, children are well behaved.

Organisation

The organisation is good.

Recruitment and vetting procedures positively contribute to children being protected. Very good systems are in place to make sure practitioners are vetted. Practitioners have an accurate knowledge and understanding of child development and a clear sense of purpose. They are committed to continual improvement and have attended relevant training and workshops to enhance their work with the children. As a result, children are cared for by adults who use their knowledge effectively to promote a wide range of learning experiences.

Practitioners mostly ensure that the adult-child ratio supports children's care learning and play. However, during the morning one member of staff was left alone, for a short period of time, in the play room with nine children over two years. They make good use of space and other resources so that children are well cared for and supported during their time at the nursery.

All Policies and procedures are in place. These include the child protection policy and the complaint procedures and log book. The register is appropriately recorded with the time of children's arrival and collection. As a result, policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

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 management was asked to develop documentation with regard to medication. The management has improved the administration of the medication procedure and obtained written permission from parents before administering medication to their children. As a result, steps taken have improved outcomes for children and the organisation of the provision.

Complaints since the last inspection

Since 1 April 2004 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:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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 there is a minimum of two staff on duty at all times
- make sure all accidents are consistently recorded.

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