

# Richmond Hill Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	512408
<b>Inspection date</b>	14 March 2008
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Walter Crescent, Cross Green, Leeds, West Yorkshire, LS9 8NG
<b>Telephone number</b>	0113 2400564
<b>E-mail</b>	
<b>Registered person</b>	Leeds City Council
<b>Type of inspection</b>	Childcare
<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

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?

Richmond Hill Children's Centre is one of the nurseries run by Leeds City Council. It opened in 1984 and operates from three rooms in a purpose-built building. It is situated in the Richmond Hill and Cross Green area of Leeds. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year.

There are currently 28 children aged from nine months to under three years on roll. Children receiving funding for early education are cared for at another site. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, 12 hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children stay healthy because practitioners successfully follow current and appropriate environmental health and hygiene guidelines, policies and procedures. All practitioners are trained in administering first aid and appropriate permission and records are in place regarding the administration of medication to children. There are clear policies about children who are sick or who have infectious disease which are shared with the parents.

Children's health is substantially promoted by a wholesome nutritious and balanced diet which also reflects other cultures. Mealtimes are a relaxed social occasion when children sit together around the table to enjoy their food and each other's company. Young children are secured into their low chairs and sit around the table; they are given age-appropriate utensils to eat with.

Children learn about foods that are good for you from an early age. They discuss that eating fresh fruits will make you big and strong. Healthy eating is further promoted through topics and the sale of fresh fruit and vegetables to the parents. Water is available during the day for older children to access independently.

Practitioners are proactive with regard to hygiene and take excellent steps to prevent the spread of infection by keeping the premises clean. Different colour-coded cloths are used to clean different areas of the nursery. For example, green cloths are used to wipe the tables and red cloths are used for bodily fluids. Practitioners wear gloves when changing children's nappies and teach children to wash their hands from an early age. Older children understand that they must wash their hands before eating and independently wash their hands after using the toilet. Practitioners understand the importance of hand washing and make sure their hands are washed after nappy changing. They further promote hygiene by ensuring the nappy changing mats are wiped with antiseptic spray after each use. As a result, children are persistently protected from infection.

Young children enjoy the outdoor activities; they develop their large motor movements because they are provided with sufficient space to do so. All children have a very good time in the garden, for example, they play on the wheeled toys and run happily in the garden. Older children explore the garden and eagerly look for their produce in the plot of land where they have planted seeds. All children rest and sleep according to their need.

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

The provision is good.

Children are cared for in a very secure indoor and outdoor environment. Good systems are in place for making sure children are secure on the premises. For example, the nursery has an electronic entry system; therefore, no one is able to gain access independently. Visitors must sign in the visitors' book before being shown around the building and any person collecting children for the first time is asked for the unique password. As a result, children are secure on the premises.

Practitioners ensure the nursery is welcoming to children and parents by attractively displaying children's artwork. Parents are encouraged to be proactive with regard to safety in their homes.

For example, a wall frieze on safety is displayed; this includes an interest table with safety equipment for parents to purchase. Practitioners also display topics of current religious and cultural festivals. The children show keen interest in the current religious celebration and look forward to eating their Easter eggs.

There is an abundance of play resources and the playrooms are filled with exciting and stimulating activities. Each room is attractively organised into different areas. For example, a home corner, heuristic and sensory plays areas, movement area, and messy play area. These effectively support enjoyable activities that challenge children in ways appropriate to their needs.

The safety policies and procedures are in place and practitioners and children understand them. For example, children learn to tidy up after they finish playing with the equipment. During lunch children are taught to blow on their food before they put it into their mouth. Practitioners have attended safety training and make sure they risk assess the garden before the children play outdoors. All garden checks are recorded.

The fire procedures are in place and fire practices are recorded. Effective procedures are in place to ensure babies are safe during fire evacuation practices. For example, an emergency evacuation cot is available. Children learn about fire safety through regular monthly practices, which are regularly recorded. Appropriate fire fighting equipment is in place which is regularly checked. As a result, children begin to learn how to keep themselves safe.

Children are protected because practitioners fully understand their role in child protection and are able to put appropriate procedures into practice. As a result, children are effectively safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Babies have excellent opportunities to learn. They are involved in an extensive range of planned activities and spontaneous events, which support their development and learning. For example, babies have every opportunity to access all areas of play. They experiment and explore the paint with their fingers and mouths. They happily play in the water and home corner. Babies are happy, settled and confident. They have a very good relationship with their key person and enjoy their time at the nursery.

Practitioners are highly motivated and their enthusiasm inspires the children in all sections of their day. For example, during snack time they learn about size as the practitioner asks them to find the big and small grapes. Toddlers enjoy playing in the movement area, singing songs and sharing one- to-one story time, as they sit comfortably on the practitioner's knee. The children are very well occupied and have an enjoyable time at nursery.

Children have consistent opportunities to use their own initiative and develop their play throughout the day. They confidently choose activities, such as arts and crafts and easel painting. Children further benefit from outings to the library and visits from various outside professionals. For example, the children enjoy playing the musical instruments as part of an activity provided by a musician.

Practitioners have developed effective ways to gain the relevant information needed to reflect on how the children are progressing. Profiles are in place and effectively reflect the 'Birth to

three matters' framework. Photographs of children's play positively reflect each component. As a result children's profiles are easy to understand. Planning is also in place for the toddlers and babies. This includes the learning intentions of the children.

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

The provision is good.

Children are cared for by practitioners who skilfully work with parents to meet the individual needs of their children. Good provisions are in place to work closely with the parents. For example, parents know what their children will do each day from the information displayed. They have easy access to their children's profiles and are encouraged to make suggestions through the box provided. Practitioners also discuss with parents what their children have done during the day. However, parents and visitors have easy access to the wall chart displayed of the children's personal details, which does not ensure confidentiality.

Good systems are in place to care for children with learning difficulties. For example, practitioners have a good understanding of inclusion. They have experience in caring for children with learning difficulties and disabilities and have attended relevant training to provide specialised care. Resources are in place to help children to access all activities in the setting. This includes special equipment to help children with walking difficulties. The key workers attend strategy meetings and exchange relevant information when children move into different sections of the nursery. They keep relevant notes on the children's development and work with outside professionals and parents to benefit the children in their care.

Children have a good relationship with each other. They are valued, included and have a good sense of belonging. The children become aware of the wider society through resources provided and the celebration of different festivals. For example, babies play with the green water and green paint to represent St. Patrick's Day. Children easily access toys and equipment which positively reflect race and disability. The behaviour management policy is successfully implemented and children have a good understanding of this. As a result, they have an awareness of the boundaries set and expectations within the setting.

### **Organisation**

The organisation is good.

Recruitment and vetting procedures contribute to children being protected. For example, all practitioners are appropriately vetted and have an accurate knowledge and understanding of child development. Practitioners have a clear sense of purpose and a continual commitment to improvement. They have attended relevant training and workshops to enhance their work with the children.

Practitioners have a very good understanding of the adult-child ratio and effectively adhere to it. They make good use of the space provided to ensure children's care, learning and play is effectively supported.

All policies and procedures are in place. These work in practice to promote children's health, enjoyment 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 recommendations were made with regard to documentation. These have now been addressed. The photograph permission file is now separate for each parent. The administration of medication to children has improved; the nursery now has this separate for individual children. As a result, steps taken have improved outcomes for children and the organisation of the provision.

### **Complaints since the last inspection**

Since the last inspection Ofsted received information from the registered provider concerning action they had taken in relation to National Standard 13 - Child Protection and National Standard 1 - Suitable Person. The concerns were originally shared with another agency. The Compliance, Investigation and Enforcement Team contacted the registered provider, who submitted an investigation response regarding the concerns raised. Ofsted was satisfied with this response and, at the time that this investigation was concluded, satisfied that the provider remained qualified for registration.

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):

- maintain confidentiality with regard to children's individual care plans.

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](http://www.ofsted.gov.uk)