

# Chickenley & Earlsheaton Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY340083
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<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 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. The centre is open each weekday from 08.00 to 18.00 throughout the year. Children have access to three main care rooms and enclosed outdoor play areas.

There are currently 50 children on roll, 11 of whom are in receipt of funding for early education. The setting welcomes children with learning difficulties and disabilities and those who speak English as an additional language. The centre serves the local community of Chickenley and Earlsheaton.

The facility employs 16 members of staff, all of whom hold a relevant childcare qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Staff understand the importance of having systems in place which protect children from contamination so that they remain healthy. For example, they spray and wipe tables regularly after messy activities, and before meals and snacks. Children are encouraged to wash their hands throughout the day and blow their noses on accessible tissues. This promotes children's independence and understanding of hygienic practices. There are good systems in place for changing nappies. For example, key workers are responsible for changing their children's nappies, which ensures routines are maintained and children feel settled, confident and secure. Staff ensure that arrangements for first aid and administering medication are clearly agreed in writing with parents.

Children clearly benefit from a varied and nutritious diet which is organised by the designated cook. Menus are prepared on a six week rolling programme and the setting has received two awards of the highest rating for high standards of food hygiene and providing healthy food options. Snacks and meals are planned as relaxed and enjoyable social occasions. Staff and children sit together at snack and mealtimes. Both children and staff enjoy whole pieces of fruit, such as bananas and apples, at snack time and nutritious meals of rice and chicken at lunchtime. Children that attend after school enjoy a light tea and interact very well with other children. A water fountain provides all children with fresh drinking water, which ensures they remain hydrated throughout the day.

Physical development is promoted as children access a selection of activities throughout the day. For example, indoors they enjoy movement to music and skip, jump and show an awareness of space. They listen to soft relaxing music as they use their imagination and pretend they are on a beach. Outdoors children confidently pedal and scoot on bicycles and scooters. Hand to eye coordination is extended as children learn to throw and kick balls. Older children that attend enjoy organised games of skipping. All children are able to rest or be active according to their needs.

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

The provision is good.

Children use the well planned space purposefully and with confidence. Babies benefit from a separate base area in the 'Birth to Three Suite' and older children are fully integrated with children who attend the nursery school. The environment is bright and welcoming with attractive drapes, wooden furniture and suitable equipment to meet the needs of the children that attend. Children select from a range of toys and resources which are organised at child height so children can reach them easily, which promotes children's independence and learning.

The premises are secure and there are good systems in place for the arrival and departure of children and parents. Internal doors are key coded to further enhance security and children are fully supervised at all times both indoors and out. Appropriate risk assessments are in place and staff are vigilant and ensure they wipe up any spills from the floor immediately so that children do not slip and fall. Children are encouraged to take responsibility for their own safety and to sit on chairs correctly. There is a fire evacuation procedure in place which is displayed in each room. The emergency evacuation of the building is practised regularly with children and recorded in a log book.

Practitioners have a good understanding of their role in safeguarding and protecting children. They have attended child protection training, and a child protection policy is in place. Staff are vigilant and ensure children are supervised at all times. They demonstrate a confident understanding of what to do if they have any concerns that a child is being abused or neglected. This helps to safeguard children.

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

The provision is good.

Children settle well and are confident to approach staff and visitors. Staff support children appropriately, guiding them to activities and promoting and encouraging learning. All children are fully involved in a wide range of interesting and enjoyable activities which promote their imagination, language, mathematical thinking and creative development. For example, children enjoy wrapping plant pots in tissue paper for customers to take home in the imaginary florist. They sing rhymes, and play in the sand and water. However, the opportunities for children to develop their physical skills and maximise learning opportunities using the outdoor environment are limited due to the lack of resources available.

Young children in the 'Birth to Three Suite' enjoy a varied range of sensory experiences. They sit on the floor with paint and vegetables and make prints on paper. They enjoy feeling the texture of the paint between their fingers and toes. Other sensory activities include play dough and coloured spaghetti. Children enjoy playing in the home corner, opening and closing cupboards, and have access to a very good range of wooden and other natural materials. Young children enjoy digging in the outside area and planting seeds. They draw with crayons both indoors and out and make noises with large musical instruments in the outdoor area. Children are fully supported by staff who know them well and interact appropriately, supporting their all-round needs.

Children who attend the out of school club enjoy a range of planned activities and experiences. They paint pictures of rainbows and draw pictures of trees with pencils and crayons. Quiet activities are planned, such as an imaginary cinema. Outdoors children design how to make a skipping rope from different materials. They cooperate with their peers and staff as they enjoy the activity and their achievements.

### **Nursery Education**

The quality of teaching and learning is good. Staff plan together with teachers from the nursery school to ensure continuous provision is provided for all children to meet group and individual needs of the children based on their interests. Planning is on a two year rolling programme and covers all areas of learning along the stepping stones to the early learning goals. Children are making good progress and staff observe children's achievements and plan their next steps for learning. Staff interact skilfully with children, asking open-ended questions to extend their learning. They support children's interests and supply them with appropriate books and resources to support and extend their learning and concentration.

Children show increasing independence in selecting and carrying out activities. They are interested and motivated in the seed activity and develop their hand to eye coordination as they use tweezers to pick up seeds and put them in trays. Children have good relationships with their peers and take initiative and manage developmentally appropriate tasks, such as putting on coats to play outside.

Children listen to favourite nursery rhymes, stories, and songs. They listen and join in with stories on a one-to-one basis and in groups, both indoors and out. Children sound out the first letter of their name and the letters of the vegetable seeds they are planting. Children enjoy rhythmic activities and talk about loud and quiet sounds in the musical instrument activity. They independently access paper from the writing area and say, 'I am going to draw'. Children draw a picture of a lion and explain what the animal is doing.

Children show an interest in counting and count up to 10. They show an interest in number problems at snack time and know that, if they have three pieces of apple, one more makes four. Children use size language, such as big and little, as they calculate if the seed packets will fit inside the hoops placed on the carpet. Children show an interest in shapes and build with large construction bricks using their imagination to make a house and garden.

Children explore and discover the planting and growing area in the centre. They plant seeds, water them and use magnifying glasses to watch the plants grow. They have access to a spacious creative workshop where they use a range of tools and creative materials to design and make birthday cards for special occasions for their family and friends. Children have access to a computer and perform simple functions on the apparatus.

Children enjoy a game of hopscotch and are able to walk along small bridges in the outdoor play area. However, the opportunities for children to develop their physical skills and maximise learning opportunities using the outdoor environment are limited. Children engage in activities requiring hand to eye coordination. Their imagination and creativity is nurtured as they enjoy cooperative role play activities and explore mixing powder paints, and show an interest in the way musical instruments sound.

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

The provision is good.

Partnership with parents and carers is good. Information about children's progress is shared on a daily basis and key workers encourage parents to access their children's file. Children's files contain details of the Foundation Stage and children's learning. Planning is fully displayed on a noticeboard for parents near the entrance to the centre. However, the opportunities for parents to become well informed on their children's achievements and progress are limited to informal discussions. Babies information is recorded in a diary and shared with parents on a daily basis. Parents are very happy with the care and education provided, and that their children are happy and settled.

Children behave very well. Staff manage children's behaviour in an age-appropriate manner and consistently apply boundaries. They use effective strategies to reinforce good behaviour and constantly give children lots of praise and encouragement throughout the day. A policy for children with learning difficulties and disabilities is in place and there are good strategies to ensure children's individual needs are met through working with parents and any other agencies. Posters, toys and resources promote positive images of children and the wider world. Children show a sense of belonging and self-esteem. They are learning to take turns and share toys through sensitive explanations and good role modelling from staff. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The leadership and management of the nursery education is good. Staff work closely with teachers who work within the school, and activities help children progress towards the early learning goals. Staff are motivated and enthusiastic, and are continually assessing and developing planning and assessment, to ensure children are making progression. Management are passionate about quality, and accurately identify the setting's strengths and weakness.

The setting is well organised and space and resources promote independence and support children's interests. Staff are appropriately deployed and interact effectively with children. All the required policies and procedures are in place to ensure children's safety and welfare are maintained. These are easily accessible to parents on an attractive display, and a child-friendly folder with photographs is available for children to view.

Robust systems are in place to ensure staff are appropriately recruited and vetted in line with Kirklees Early Years Service. Staff have attended appropriate training courses, such as first aid training for infants and young children and child protection courses. There is a weekly rota for staff, and they are fully aware of their roles and responsibilities. All children are successfully integrated in the setting and are happy and settled in the organised environment.

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

## **Improvements since the last inspection**

Several actions were raised at the previous care inspection relating to: how the care will be organised to meet the varying needs of children attending; ensuring the premises are suitable for their purpose and promote the care, development and safeguarding of individual children; and notifying Ofsted of any significant events. All actions raised have been fully addressed. Areas children access have been reorganised to ensure unvetted adults and other children do not have access to them. Ofsted is informed of any significant changes.

Two recommendations were raised at the last nursery education inspection relating to staff's knowledge of the Foundation Stage and children's assessment. All concerns raised have been fully addressed. Staff are developing their understanding of the Foundation Stage and have attended appropriate training. The recording of children's assessments and achievements is developing and ongoing, and new children's assessment records are in place. All of which ensures children's welfare, safety and learning are maintained.

## **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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve opportunities for children to further develop their physical skills and maximise learning opportunities using the outdoor environment (also applies to nursery education).

#### 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):

- develop further opportunities for parents to become well informed on their children's achievements and progress.

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)