

# Coundon and Leeholme Early Years Centre LTD

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY349735
<b>Inspection date</b>	22 April 2008
<b>Inspector</b>	Karen Marie Tervit
<b>Setting Address</b>	Victoria Lane Health Centre, Victoria Lane, Coundon, BISHOP AUCKLAND, County Durham, DL14 8NP
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<b>Registered person</b>	Coundon and Leeholme Early Years Centre LTD
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Crèche

## 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?

Coundon and Leeholme Early Years Centre opened in September 2007. It is run by a limited company. The setting operates from four rooms within the centre, which is situated in Coundon. A maximum of 22 children under five years may attend the full day care and 34 children under eight years may attend the crèche. There are currently 36 children on roll for the full day care and five children on roll for the crèche. Children attend various sessions. The setting takes and collects children from the local nursery. The setting is open from 08.00 to 18.00 from Monday to Friday for 51 weeks of the year. There are seven members of staff working with the children, all of whom hold appropriate early years qualifications.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's well-being is promoted through staff having a clear knowledge of hygiene procedures, which are implemented effectively. They present as positive role models, for example, wearing disposable aprons when nappy changing and thoroughly washing high chairs down after use. They wash their own hands and clean table top surfaces and floors at appropriate times. Children

are encouraged to help wash the tables down. Children are beginning to learn the importance of good personal hygiene through consistent daily routines. They learn about good hygiene practices because they are encouraged to wash their hands, as staff give them simple explanations about getting rid of germs. Most staff have current first aid training ensuring that children are well protected in the event of an accident. Although the written procedures include seeking parents' written permissions for accessing emergency medical aid these are not in place for all children.

Children's individual dietary needs are well met, in keeping with the wishes of parents. For example, staff work closely with parents to ensure that babies are fed according to their own individual feeding routines. All children are offered a variety of drinks and healthy meals and snacks. Menus are displayed for parents to see, these are varied and nutritious. Fresh drinking water is available in covered jugs at all times. Children are given the opportunity to pour their own drinks. Their independence and self help skills are further enhanced, as they are help cut up their own fruit at snack time and scrape their own plates after lunch. Staff sit and chat with the children whilst they eat making lunchtime a sociable experience. Babies are cuddled whilst being fed their bottles.

Children develop their physical skills through a very wide range of activities. For example, babies relish being outdoors with older children as they access the wide range of exciting and interesting outdoor equipment. All children are very active and they thoroughly enjoy their time spent outdoors. Children especially enjoy clambering through large cardboard boxes, digging for worms or painting the windows with coloured water. They practise their throwing and kicking skills with the balls outdoors and negotiate space well on the sit and ride toys.

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

The provision is good.

Children are cared for in a warm and welcoming environment where risks have been identified and minimised. Their artwork and photographs are beautifully displayed, giving them a sense of belonging. The indoor space is well organised so that children are able to move around freely and explore their environment. The outdoor play area is very secure and exceptionally well presented to capture children's interest. Children especially delight in watching the safe water feature or playing on the soft surface under the canopy. All children have access to a good range of safe and well-maintained toys and resources that are suitable for their age and stage of development.

The well thought out organisation of the playrooms and resources means that children can move around safely and freely to select toys independently from tables, shelves, trays and baskets, which are stored at child height. Detailed written policies and procedures are followed through by staff to protect and preserve children's well-being, for example, the lost child or uncollected child, and evacuation procedures. There is a strict outings policy, which the staff follow closely ensuring children are kept safe while on outings or being taken or collected from nursery. Staff have a good awareness of security. For example, the entrance to the child care area has a keypad and is kept locked from the inside, a door buzzer system is in operation, with staff being able to see who is at the door before opening it.

Children are very well protected by the staff who are confident and secure in their knowledge of child protection policies and procedures. This is reinforced through a clear and comprehensive policy, ensuring that children's welfare is protected.

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

The provision is good.

Children thoroughly enjoy their time within the setting and make good progress in all areas of their development. They are very settled and extremely happy. They benefit greatly from a very warm and affectionate relationship with the staff which gives them the security to approach them with confidence and enthusiasm. They share a close and warm interaction, with cuddles, smiles and natural gestures of affection.

Staff are knowledgeable about how children learn and develop and are committed to helping each child to fulfil their potential. Staff have a good knowledge of the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage which they use to underpin their practice. They display their 'room stories' effectively using observations of the children's play to help inform children's next steps in learning. There is a wide variety of activities available to children and a good balance between those planned by the staff and those initiated by the children. They ensure frequent rotation of play materials and activities to build upon children's interests and provide them with appropriate challenges. For example, the role play area is currently a doctor's surgery, children care for their sick patients and paint their own black and white 'x rays' in the well resourced area. Staff maintain good interaction with the children as they sit with them, involving themselves in their games, such as encouraging them to write shopping lists and then go and get the items. Babies thoroughly enjoy exploring a range of interesting materials such as jelly, shaving foam, paint and gloop. Children delight in singing familiar songs as they play, such as 'Wind the bobbin up'. They love looking through books in the comfy story areas or outside on the decking. Even babies select books to look through as they snuggle down for a nap.

Staff chat with the children and sensitively intervene in activities to extend their learning. For example, they have built on the interest children show in the dinosaurs as they talk about where they live, and praise them enthusiastically for being able to name even uncommon species. This helps children to feel good about themselves and builds their confidence and self-esteem. The children benefit greatly because staff are skilled, knowing each child very well and are interested in extending and developing their play.

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

The provision is good.

Children are beginning to develop a positive attitude to others and gain some understanding about the wider world. They learn about the local area through a variety of interesting activities and resources, such as trips to the library and shops. They are able to access a limited range of activities which promote positive images of diversity. Children celebrate their birthdays at nursery and smile widely when they are sung to, proudly playing with favourite birthday presents, such as the ball they have brought from home. The setting has a very positive attitude towards inclusion, with children with learning difficulties and disabilities being welcomed. All children are able to access activities.

Children behave extremely well. Staff are calm and consistent in their approach to behaviour management. They use lots of meaningful praise for children's efforts, which helps children to learn to manage their own behaviour.

A good partnership with parents and carers is beneficial to the continuity of care that the children receive. Various notice boards display information for parents. They are made to feel

welcome and are kept updated on their children's progress through daily verbal discussions, meetings with their children's key workers and diaries. Parents and carers written comments are very positive about the standard of care that their children receive. The Ofsted poster is clearly displayed, in order to ensure that they are aware of whom the regulator is and how to contact them.

## **Organisation**

The organisation is good.

Children are extremely well cared for and feel at home in a well organised setting that keeps them safe and secure. Toys and resources are organised very effectively, enabling all children to access them independently, allowing them to make free choices about their play and learning. Records and documentation are well organised to maintain a safe and efficient service to contribute to children's health, safety and well-being. Comprehensive policies are used effectively to ensure there are positive outcomes for children. All confidential information is stored appropriately. The setting's registration certificate is prominently displayed.

Indoor and outdoor space is well laid out to maximise play opportunities for children. Children benefit greatly from the good ratios and staff deployment allowing lots of individual support which fosters their confidence and learning. Staff working with the children are experienced, enthusiastic, knowledgeable and clear about their roles and therefore consistently promote good outcomes for children.

Induction procedures are very comprehensive and daily discussions ensure that all staff are fully informed, included and valued. The setting has a very good range of record keeping, including policies and procedures, which they are in the process of reviewing. These are shared with staff, however, a parental brochure, including these, is still in the process of being devised. Parents complete a detailed information form about their child and any particular needs are noted and shared with staff.

Overall, the provision meets 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.

## 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):

- obtain written consent from parents to seek emergency medical treatment for children
- develop the activities which reflect diversity
- develop further the written policies and procedures, particularly those received by parents.

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)