

# Middleton Children's Centre

Inspection report for early years provision

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**Unique reference number** EY313137  
**Inspection date** 15/10/2008  
**Inspector** David Halford

**Setting address** Middleton Primary School, Middleton Park Avenue, Leeds,  
West Yorkshire, LS10 4HU

**Telephone number** 0113 2141 924

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Middleton Children's Centre is accommodated in an annex within Middleton Primary School and has been registered to provide full day care since 2005. The provision serves the local community and surrounding areas and takes children at the start of the term following their third birthday. It is registered on the Early Years Register to care for 48 children from three to five years of age. Currently there are 16 children registered for full day care and 26 part-time placements.

The nursery supports children with learning difficulties and welcomes children who speak English as an additional language. The provision opens five days a week, all year round. Sessions are from 08.00 until 18.00.

There are six full-time staff and three part-time staff working with the children, including the manager who has an overview of four settings in the local area. All staff are suitably qualified.

## **Overall effectiveness of the early years provision**

The centre provides well for its children in welcoming and attractive surroundings which are well resourced and provide a stimulating environment. The staff have a good knowledge of the children's individual needs and they promote all aspects of their learning and welfare effectively. Children are kept safe. They develop good relationships with the staff and with each other and are offered a wide range of activities which help them make good progress in relation to their age and abilities. The centre is introducing a new system of monitoring children's progress; this is currently at an early stage of development. The manager and staff team have a good understanding of the setting's strengths and areas for improvement which they have documented well. Links with parents and carers are good and have developed well from the last inspection. Equally the centre is developing strong links with the primary school to which it is annexed.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that the newly-established systems are used effectively to check children's progress as they move through the setting and to plan the next steps in their learning.

## **The leadership and management of the early years provision**

The centre is well organised and managed. Staff are experienced and friendly; they work well together and have a clear understanding of their roles and responsibilities. The centre's detailed and accurate self-review reflects the good understanding the staff have of the strengths and weaknesses of the provision. All

children are welcomed and there are good systems to gather information about their individual care needs, routines and requirements. The overall quality of the provision is good. There are regular planning meetings to ensure effective coverage of the Early Years Foundation Stage (EYFS) curriculum which is appropriate to the children's age. Records for monitoring the progress of each child are being produced to help with passing information on to the children's reception class teachers. They have yet to be used to plan the next steps in children's learning. Children with learning difficulties and/or disabilities, or whose first language is not English are cared for well and effective systems are in place to ensure they are well supported.

A wide range of policies and procedures ensure the efficient management of the setting. Effective safeguarding procedures mean the children are well protected. Thorough recruitment procedures ensure that suitable people are appointed to the centre. Risk assessments are undertaken on the premises and for the few occasions children are taken on outings. The buildings and grounds are secure and the staff are vigilant to ensure that they remain so.

Staff are keen to develop their professional expertise and are well supported in this by senior leaders. Recommendations from the previous inspection have been addressed successfully. Parents are very supportive of the work of the centre, pleased with the information they receive and keen to join in with its work when possible. They feel increasingly involved in their children's learning. Relationships with the Early Years provision in the school to which the centre is annexed are growing and developing well.

## **The quality and standards of the early years provision**

Children have access to a wide range of interesting resources in the centre's friendly, colourful and stimulating environment. Fruit and water are readily available to the children and routines encourage children's independence well. The day begins with energetic outside activity and altogether there is a good emphasis on physical activities and healthy eating. The outdoor facility is particularly good. It is safe and welcoming. Children have ready access to it throughout the day. Its 'forest area', opportunities for climbing and use of wheeled toys attract many children to explore and learn through discovery. There is a very adaptable conservatory area which is widely used to good effect, sometimes for quiet activities and at other times for more physically challenging events.

The significant emphasis on developing children's spoken language aids children's good development. All staff use conversational questioning well to challenge children and to help them to make progress in their language and number development. Systems for assessing children's progress have been the focus of recent development. Staff are skilled at observing children as they play. They know their interests well and use this information to help them plan interesting activities. The progress made by each individual child is carefully documented at regular intervals and then transferred to the children's records of progress. The next step is to use this information to meet each child's learning needs even more closely.

Children behave well and enjoy their learning. Most are able to take turns and share quite readily, although some still find it hard. There is a good emphasis on books, which the children use well and care for effectively. They readily help at 'tidy-up' time and gather excitedly for stories. They have constant access to a computer and inter-active white board, both of which are popular and which children use with good levels of dexterity.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration or the last inspection.

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.