

Prospect House

Inspection report for early years provision

Unique reference number	EY306287
Inspection date	18/02/2009
Inspector	Jane Elizabeth O'Callaghan
Setting address	2 New Street,, Horsforth, Leeds, West Yorkshire, LS18 4BH
Telephone number	07761 828385
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Prospect House Day nursery opened in 2005. It operates from five rooms, over three floors, however, there is no lift available. It is situated in Horsforth on the outskirts of Leeds. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30. to 18.00hrs for 51 weeks of the year.

A maximum of 65 Children may attend the nursery at any one time and there are currently 139 children aged from 3 months to 11 years on roll, of whom 106 are within the early years foundation stage. The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. Children attend from surrounding areas. The nursery supports children with learning difficulties/disabilities and those with English as a second language. The nursery has 34 children receiving funded education

The nursery employs 29 members of staff of which including the manager hold appropriate early years qualifications all staff members are working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time at this friendly, welcoming nursery. Good learning opportunities are planned in accordance with the Early Years Foundation Stage (EYFS). However, in some areas planning is limited and children's starting points are not identified. The nursery has made a meaningful commitment to promoting successful links with parents, professionals and other agencies. Children are offered a good selection of age appropriate toys and activities, although these are not easily accessible to some children. Practitioners have made a positive start in developing systems to monitor and evaluate the quality of the provision and have completed the improvements recommended from the previous inspection.

What steps need to be taken to improve provision further?

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

- enhance children's independent opportunities to access all toys and activities in their daily environment
- record information about children's starting points and develop planning, to promote children's learning across all areas
- ensure hygiene procedures are practiced and adhered to in order to prevent cross infection to children.

The leadership and management of the early years provision

The nursery has relevant and informed policies and procedures which management review with staff and these are shared with parents and carers. There are good links established with other providers which continue to be developed with the local schools in the area and other support agencies working with the children who have additional needs. This promotes a shared approach to children's ongoing learning and care needs and their transition into school. Parents receive very good range of information through a detailed prospectus, daily diaries, informative notice board, complaint procedure and questionnaires all of which have positive replies about the care of the children within the provision.

Effective procedures safeguard the children and promote their welfare, these are understood and followed by all staff, children learn to use resources and equipment in a safe way, ensuring children's safety is maintained. For example, thorough risk assessments are carried out daily in all areas that children access, including daily trips and outings in the community and also the use of transport. Staff promote health in some areas, through encouraging children to eat nutritious meals and to wash their hands. However, some areas of hygiene do not protect the children from cross infection.

Staff complete individual children's profiles, through a key person system, along with some planning, although in some age groups this is limited. Profiles are linked with the areas of learning and the children's next steps. However, recording of the children's starting points are not identified.

The nursery is committed to meeting children's individual needs and staff are encouraged to attend further training. Staff attend both in house and external training to extend their knowledge and understanding of all areas of development. The manager recognises the importance of continuous improvement and she is beginning to identify the strengths and weakness of her provision along with input from all of the staff. Improvements relating to security and recording of attendance from the previous inspection has been completed.

The quality and standards of the early years provision

Staff provide a pleasant and welcoming environment where resources are of a good quality and condition. Toys and resources are stored in low-level units which encourage children's independence in making decisions about their learning in most areas. However, in some areas toys are not easily accessed by children and this prevents a choice of activities which does not promote the development of their independence.

Babies are comfortable and relaxed within the setting. They enjoy the colours and sounds of the various toys and wander freely around choosing from a good selection of toys. For example, they laugh with adults whilst playing with shredded paper on the floor throwing it and staff blowing it. Older children benefit from a good balance of adult led and self directed activities. For example, they enjoy designing magnet badges and beading work in a pleasant environment where staff

interact effectively with them to challenge their capabilities. Other aged children play well together in the role play corner taking it in turns to be the hairdresser and reading books to other children and relating the story to their friends. Staff interact with children helping them to build constructions counting the number of bricks they use and also making pretend peas out dough. This helps to develop the children's numeracy skills. Children of various ages could count to ten and knew the main primary colours, where older children also knew that red and white would make pink. These activities ensure that children are developing in all areas of learning.

At certain times of the day children excitedly put on their coats to play outside, with a good selection of toys and activities. The babies are placed in pushchairs and talked to by staff and more able children play on bicycles, chalk on boards and play with outdoor musical instruments. The nursery also takes children on outings to the local parks, farms, opticians and also has lots of visitors from the local community. For example, the Zoo lab has visited, the midwife and local police. This ensures children learn and develop both their physical skills and their knowledge and understanding of the world.

Children's safety and security is promoted well through a secure entry system and children being taught how to cross roads safely and wearing illuminous jackets and taking part in fire drills. The older children have devised their own behaviour rules and these are displayed, whilst the staff ensure children learn about good behaviour through being good role models. For example, at meal time's children and staff all sit together and make it a sociable and enjoyable time.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 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.