

Armley Moor Children's Centre

Inspection report for early years provision

Unique reference number EY317005
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Inspector Thecla Grant

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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 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

Armley Moor Children's Centre is one of Leeds City Councils nurseries funded by Sure Start. It opened in 2005 and operates from a purpose built nursery within the health building in the Armley area of Leeds. Children have access to three playrooms, two of which are open planned. The children's centre is opened each week day from 08.00 to 18.00 and is part of the Armley extended services which links the nursery to local primary schools and other services. The centre includes an annex that supports parenting groups and 'stay and play' sessions.

The children centre is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, but does not provide care for children after school or in school holidays. A maximum of 80 children may attend the nursery at any one time. There are currently 104 children aged from birth to under five years on roll. The nursery currently supports a number of children with learning difficulties and disabilities and who speak English as an additional language.

There are 26 members of staff, one staff member is unqualified and three hold the early years professional status. A qualified teacher is employed who has also obtained the Early Years Practitioners Status.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The learning environment helps children make very good progress towards their learning and development and robust systems are in place for inclusion. Practitioners follow the clear guidance in place to promote children's welfare and most new systems used to support children's learning are implemented well. Systems in place to promote and develop partnerships with parents are outstanding and plans for the future are well targeted to bring about further improvement.

What steps need to be taken to improve provision further?

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

- continue to develop assessments for learning and make sure newly designed systems are securely linked to children's profiles; to support and extend their learning and development.

The leadership and management of the early years provision

Adults caring for children are very well deployed and effectively strive to provide high quality childcare and education. Sound systems are in place to ensure children make good progress in their learning. For example, planning is directly linked to children's interest, and adults have a very good understanding of child

development. However, links to the systems designed to help practitioners in assessing children's learning; are not securely linked to their profiles.

Excellent systems are in place to encourage parents to take part in their children's learning. For example, they are given the nursery camera to document their religious festivals, which are positively used to promote diversity. Further to this parents are encouraged to attend meetings with their children's key worker to share any ideas they have regarding their children's learning. For example, children's interest in animals instigated the animal theme in the under two's room.

Practitioners are effectively qualified in childcare and suitable to look after the children attending. They have taken effective steps to promote children's good health and well-being including those to prevent the spread of infection. All adults caring for children are appropriately trained in delivering first aid and are vigilant in promoting safety. Records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are effectively maintained. All reasonable steps are taken to safeguard and promote the welfare of the children. For example, all practitioners have a comprehensive understanding of the child protection policy. They constantly monitor the provision through risk assessing the areas of play and use self- assessments for their development. As well as this practitioners are fully involved in evaluating the provision and have identified the garden area as a target for improvement.

The quality and standards of the early years provision

Practitioners provide planned purposeful play and exploration for children both indoors and outdoors. They support and interact with children very well, making sure there is a good balance of adult-led and child-led activities, which results in children being active learners. All children have good opportunities to develop their language for communication. Children under two enjoy singing and sing the spider song as they look at spiders in the garden. All children have easy access to a wide range of age appropriate books and adults support them by encouraging them to talk about the illustrations. As a result, children learn new vocabulary. Children effectively talk activities through, for example, they talk about the sand castle they are making and count from one to 10 as they shovel the sand into the bucket; showing pride as they tip the bucket upside down to reveal the sand castle.

Older children experiment with mixing different colour paints on their hands; they begin to differentiate between them naming what they can see, such as blue, orange and green. All children have constant opportunities to explore and investigate their surroundings indoors and outdoors. For example, they balance on the large wooden building blocks outdoors and develop their imaginative play by pretending the skipping ropes are fire hoses. All children enjoy riding the bikes and climbing on the climbing frame. Indoors children competently build with the construction bricks and link sounds to letters as they name and sound out the letters in the beginning of their name. Children with learning difficulties have excellent opportunities to independently explore and investigate their environment. As a result, children's tactile interests are enhanced by the equipment made available.

Information from observation and assessments are used to plan for individual children to ensure each child receives an enjoyable and challenging experience across the six areas of learning. Although some systems in place, make it difficult to keep a track of children's development. Parents have a very good involvement in their children's learning and development. They readily access their children's profiles and record their comments with regard to their children's learning. Further to this strong links have been made with the local schools and systems are in place to show the older children the differences between the two provisions.

Adults caring for children have a wealth of experience with regard to child protection issues and generally work together with parents to promote the well-being of their child. Children understand and adopt healthy habits, such as good hygiene practices.

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?	1
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

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Annex B: the Childcare Register

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

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