

Chapelton Community Nursery

Inspection report for early years provision

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| Unique reference number | 319349 |
| Inspection date | 04/06/2009 |
| Inspector | Linda Filewood |
| Setting address | Reginald Street, Chapelton, Leeds, West Yorkshire, LS7 3HL |
| Telephone number | 0113 2374696 |
| 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 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

Chapeltown Community Nursery has been registered since 1973. It is run and jointly funded by a management committee, consisting of parents and people from the local community, and Leeds City Council. The nursery is situated in an inner-city area of Leeds known as Chapeltown and largely serves the local community, which has a high representation of different cultures.

The nursery is purpose built and consists of three connecting open-plan rooms and a community room. It has an outdoor play area. The nursery opens from 08.00 to 17.30, five days a week, all year round, with the exception of bank holidays. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 35 children aged from two to under five years on roll. The nursery currently supports a number of children who have English as an additional language.

There are seven staff who work with children. All have appropriate early years qualifications. The setting provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well engaged and thoroughly enjoy learning through numerous active, play-based experiences in a carefully planned indoor and outdoor environment. Their individual welfare needs are fully considered and very well catered for. Staff totally respect and highly value each child's family and home background, their cultures and communities. They are reflective practitioners and all staff take an active role in improving the effectiveness of the provision. There is a clear understanding of the group's many strengths and of some areas for improvement, such as further developing the already good outdoor play area.

What steps need to be taken to improve provision further?

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

- update the record of risk assessments to include any assessments of risks for outings and trips and ensure all new equipment is fully risk assessed prior to children using it
- review arrangements for snack time to ensure that children's health and safety are fully considered
- use observational assessments to provide relevant and motivating learning experiences that meet each child's needs.

The leadership and management of the early years provision

Children receive high levels of engagement from staff as they freely enjoy the good indoor and outdoor learning environment and plentiful resources. The staff team works very well in support of each other. They make effective use of training opportunities to increase their knowledge and enhance existing good practice, particularly when supporting children who have English as an additional language. Staff are knowledgeable about child protection procedures which ensure that children are safeguarded well. Effective policies and procedures underpin the children's safety and contribute to the efficient management of the setting. All required documentation, such as medication and accident records, is in place and accurately maintained. Risk assessments are conducted regularly to ensure children's safety is maintained at all times. However, staff do not always carry out a full assessment of new equipment prior to children using it and, although children safely enjoy trips around the local environment, no record is made of any risk assessments.

There are good systems in place to develop effective partnership working with parents. These support staff extremely well in valuing the diversity of individuals, including the child's home language and background. A settling in period for new children helps staff to clearly establish what they know or can do. Staff make parents very welcome in the setting and regularly discuss their child's day, activities and progress with them. Parents are encouraged to take part in activities such as sports day and young children talk about how their mothers clapped after each event. Staff are working towards further developing their links with the local schools to assist with children's transition to reception class. They support older children by teaching them how to carry a tray at lunch time and help them gain independence when dressing themselves in a school uniform.

The manager has taken positive action to address recommendations made at the last inspection and has a clear vision for the future of the provision. This includes thinking creatively about the outdoor environment in particular, and the experiences and activities it offers. She works closely in partnership with the staff team and management committee to reflect on their provision. Detailed plans clearly identify further ways of developing their existing good provision and show how they intend to monitor the improved outcomes for the children.

The quality and standards of the early years provision

Children are very confident, settled and are becoming skilful communicators. They are developing good self-care skills through established daily routines, such as hygienically disposing of used tissues and by using soap when washing their hands. Children are gaining a clear understanding of how to lead a healthy lifestyle through an exciting range of activities and topics, based on exercise and a good diet. Children take home a 'Help me to be Healthy' booklet to complete with their families, and a sports day for children, staff and parents helps everyone to join in the fun. The nursery places a strong emphasis on children enjoying a varied, balanced menu of freshly cooked meals and snacks. Staff promote children's

independence well as they choose what and how much to eat. Mealtimes are a valued part of the day and staff sit with the children in family groups, fully enhancing the children's social development. However, the arrangements for snack time do not always fully consider children's health and safety. Children sometimes forget to wash their hands before eating and do not always sit to eat their food.

Well labelled displays of children's artwork and photographs of activities help to create a vibrant, welcoming environment for children and their parents. Children play in an environment where linguistic and cultural diversity is visible, clearly celebrated and excellently valued. They enjoy stimulating outdoor and indoor learning areas and freely move from one area to another throughout the day. Children spontaneously help each other. They suggest places that beetles might hide so that younger children can collect them to look at in a bug box, or help a friend dress a doll before taking their dolls for a ride in a pushchair. The large range of excellent resources are well organised in low-level units. As a result, children are becoming increasingly self-sufficient and competent at making decisions and selecting materials, especially for craft activities. Staff ensure activities flow with the children's interests and ideas so that they remain engaged in the learning experience and are motivated to continue. Attractive displays of topics, such as the life-cycle of a frog, encourage children to re-visit the activity. They talk about the frog that came into nursery and the picture they drew, enjoy the books, wear the frog hats and tackle the related jigsaw. A wide range of visitors to the nursery stimulates the children's imagination and understanding of the wider world. Children join in with the African drummers, listen to the Chinese drum and watch the dragon dance at New Year, as well as listening to stories from a storyteller.

Staff make good observations on what children do. Although some practitioners note only sufficient details for children's next steps in their learning, which limits their effectiveness in the planning of the activities for children's individual goals. However, all staff know the children well and monitor children's progress regularly. Each child's key person ensures that all staff are aware of the abilities and developmental needs of the children in their group. They effectively use information gained from other professionals from outside the setting to provide appropriate activities for children, especially when developing communication skills.

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

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| 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

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| 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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? | 3 |
| 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? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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