

New Bewerley Children's Centre

Inspection report for early years provision

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Inspection date	14/12/2009
Inspector	Tony Anderson
Setting address	New Bewerley Community School, Bismarck Drive, Beeston, Leeds, LS11 6TB
Telephone number	0113 3368255
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

New Beverley Children's Centre was opened in 2007. It operates from a specially-constructed unit within New Beverley Community School, which is situated in Beeston, to the south of Leeds city centre. The setting also has access to the main school hall, studio, information and communication technologies (ICT) suite, food technology room and associated facilities. The centre is open Monday to Friday from 8am to 6pm during term time. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 72 children under the age of five may attend the setting at any one time. There are currently 99 children on roll who are all within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. There are twenty three members of staff, the majority of whom hold appropriate early years qualifications to level 3. Two have level 2, one has Qualified Teacher Status and two staff additionally hold a BA in Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. All children make good progress in their learning and development in this purpose-built setting. The majority of care and welfare systems are fully in place and effective. Regular observations are utilised well to assess young children's progress and to identify and plan for their next steps of learning. Partnerships with parents and with the host school are outstanding and provide a very high level of support to children's progress and development. Management demonstrate good self-evaluation systems and capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve and make more robust, the good systems of self analysis and review of the settings strengths and areas for development, thus leading to sustained and enhanced continuous improvement
- ensure that the daily risk assessment checks of the site and equipment are consistently recorded.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems are fully in place and help to ensure that all adults are appropriately qualified and trained. Welfare and care procedures are good overall but the daily risk assessment checks of the site and resources are not consistently recorded.

Frequent observations of children's play and learning activities are used to good effect in monitoring their progress and in planning their next individual steps of progress and development. The needs of the diverse range of children on roll are well met by the setting's management to promote inclusion and ensure that all children have access to appropriate resources and become knowledgeable of world cultures and faiths. This part of the setting's provision is a significant strength.

Ongoing self-analysis of the setting's strengths and areas for development is good overall, particularly in relation to the Every Child Matters agenda. However, there is insufficient focus on the broader aspects of the early years framework to ensure the consistent embedding of the ambition leading to continuous improvement. Parents are very happy with the day-to-day provision offered to their children and are made to feel very much part of the child development process. They and their children are given an outstanding level of support by the setting's very dedicated staff, and this even includes an opportunity to buy five reasonably-priced pieces of vegetable or fruit to take home every day.

Exceptionally good use is made on parental display boards of information throughout the setting and this adds further support to the excellent partnership. Relationships with the host school's Foundation Stage management are equally outstanding and include regular exchanges of information about children's development by the respective staff of both settings.

The quality and standards of the early years provision and outcomes for children

Children behave very well and thoroughly enjoy their visits to this multi-roomed setting, which is warm, bright and made very colourful through the extensive use of wall displays of children's work. Children are partially segregated by age and the extensive planning systems and resources are appropriate for each individual setting. Each room is well staffed by dedicated and appropriately-qualified early years practitioners. Children are aware of their surroundings and they know when to follow the rules, as observed by one young child who turned to the inspector and said, 'It's time to tidy up now'. Regular and nutritious snacks are available to children and the older ones are encouraged to help themselves (under supervision) to water and milk from the refrigerator. As a result of good planning and a wide range of activities on offer, children make progress in the six areas of early years learning. They are encouraged to make choices in order to develop their independence and self-esteem, and their overall outcomes are outstanding.

The range and deployment of both internal and external resources are also outstanding as a result of the thorough planning and activities and the sheer dedication of staff. Children seek out new adventures in the exciting 'learn through play' activity zones situated throughout the setting, such as the 'staying healthy' corner, with water and milk provided. This section also helps to promote children's mathematical development, with signs such as 'Today, you can eat three pieces of fruit'. Staff work very closely with all children in order to support their progress in the six areas of learning. The external play area overlaps each of the internal rooms and allows children equal access to a continuous and highly-effective

provision in which they make good progress.

Older children are frequently encouraged to look at books and the setting has introduced a lending library, which is much appreciated by parents. Some children enjoy working and playing on the computers, whilst others play in the pretend kitchen which is well resourced with a table, cooker, sink and ironing board. An extensive range of photographs shows examples of children's spray-painting efforts and their use of fruit to learn the art of printing. A very well-resourced sensory room is frequently used to support children who may benefit from this excellent part of the provision.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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