



Chapelton Children's Centre

Inspection report for early years provision

Unique Reference Number	EY304851
Inspection date	04 October 2005
Inspector	Thecla Grant
Setting Address	Chapelton Children's Centre, Leopold Street, Leeds, West Yorkshire, LS7 4DA
Telephone number	0113 2145878
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Registered person	Leeds City Council
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Chapelton Children's Centre is an intergraded service for families. It works in partnership with the Local Authority, Sure Start and National Hospital Services. The nursery opened in 2005 and operates from rooms in a purpose built building. There are two main playrooms for the children. The nursery is situated in the Chapelton area of Leeds. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. The

outdoor play area is separated for the over 3's and under 3's.

There are currently 55 children aged from birth to under 5 years on roll. Of these 21 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special needs and who speak English as an additional language.

The nursery employs 20 staff. Of these 17 of the staff, including the managers hold appropriate early years qualifications. There are two members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The staff have a strong knowledge of current and appropriate health and hygiene guidelines, policies and procedures. They have a sound understanding of the hygiene policy. For example, to use separate cloths to clean the tables and floor. They are aware of the procedures in place to prevent the spread of infection with regard to children who are sick. However, on the day of inspection these procedures were not fully implemented. Children under 3 years are beginning to understand simple hygiene practices. For example, to wash their hands after using the toilet. However, they are not reminded to wash their hands before eating the snacks which are provided throughout the morning.

The younger children are confident in accessing outdoor play. They enjoy running in the garden and pretending to be monsters, they ride on their bikes and scooters skilfully. They are learning to play co-operatively with each other. For example, during the monster game they stop and talk to each other about who the monster is. Older children enjoy jumping on the trampoline, others play with the very large building blocks balancing them to make a bridge. All children enjoy a rest and quiet time while listening to classical music. Children in the over three's room relax as they take turns being rolled on a large ball by a member of staff.

Children's dietary needs are met because the staff have a very good understanding of nutrition and what a healthy diet entails. They work well with the parents to collect personal information with regard to the children's dietary needs. As a result children enjoy a variety of healthy snacks, for example, fresh vegetables and fruit. Drinks are offered throughout the morning and the children have choices with regard to the type of drink they would like.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. All staff effectively implement the safety policy of the building. For

example, the nursery has a video link entry system and parents/visitors cannot gain entrance to the play rooms without a member of staff allowing entry. Allocated staff check the garden in the morning and record identified risks. Older children are consistently supervised on the trampoline and are learning to keep themselves safe, because the staff are proactive in reminding them of the dangers. The staff in the under three's room effectively implement the procedures to keep children safe, but do not effectively teach the children how to keep safe and avoid accidental injury.

Children are kept safe on outings because staff are fully aware of the safety policy and procedure with regard to outings. For example, a risk assessment is conducted on the area they will visit and staff follow the appropriate procedures before leaving the building, this includes a description of what the children are wearing. Children happily play with a wide range of age appropriate toys and equipment which are safe and in good condition. Older children independently access toys and equipment from child height furniture. These are stimulating, fun, interesting and provide sufficient challenge.

Children are effectively protected because the staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children are beginning to develop confidence and self esteem. They respond happily to

indoor and outdoor experiences. For example, some children enjoy the planned arts and craft activity of foot and hand printing. The staff have also provided water play and imaginative play with zoo animals. Outdoors the children have the choice of playing on the scooters, tunnels and climbing frame. The easel and large construction toys are provided as an alternative. The children are given plenty of opportunities to explore and discover their environment and are beginning to make contact with each other as they play. However, children under 3 years are not effectively supported during indoor and outdoor play. As a result they do not fully explore their environment.

Older children are involved in a broad range of activities which support their language, mathematical thinking and imagination. They relate very well to adults who are interested in what they do and say. The children play very well together and are learning to share and have respect for each others feelings.

Babies enjoy being imaginative. For example, as they sit with a member of staff they play with the toys in their reach. As they become more secure they explore their environment and return to their familiar adult.

Nursery Education

The quality of teaching and learning is good. Staff have attended training and have a sound knowledge of the Curriculum Guidance for the Foundation Stage. Planning is

in place and provides a good range of activities and experiences across the six areas of learning. The inclusion of children is actively implemented and the focus activity sheet shows good evaluation on how all children will be moved on to the next stage in their learning. Children's progress is effectively monitored through the use of profiles, which are accurately linked to the stepping stones. Challenges set for children are good and give children an opportunity to become independent learners.

Children make good progress through the stepping stones towards the early learning goals. They are happy attending the setting and are developing a good attitude to learning. All children show increasing independence in selecting activities they prefer and show a willingness to tackle problems. For example, a small group of children decide to build an enclosure for animals, later they add to this by putting ramps, they work co-operatively together to do this. Children know what is expected of them and follow the pre-school's rules. They keenly access imaginative play and explore different media such as sand. They can differentiate colour, such as yellow, blue and red. Children's language skills are adequately developing and their knowledge and understanding of the world is effectively fostered. Children have emerging self confidence to speak to others and are able to ask simple questions. They have plenty of opportunity to practice their writing and enjoy listening to stories. However, more opportunities can be provided for children to practice linking sound to letters. Children show good interest in counting and some children can count up to three objects by saying one number for each item. They enjoy counting and use mathematical language in play and are beginning to recognise size. For example, one child asks "where the little one gone?" However, more opportunities may be created for children with regard to calculation.

Helping children make a positive contribution

The provision is outstanding.

Children are cared for by staff that are accomplished in working with parents to meet the individual needs of their children and ensure they are fully included in the life of the setting. All children have a good sense of belonging. Older children have adapted exceedingly well to their life in the nursery and their interactions across the provision is good. They are learning to compromise. For example, a small group of children play in the garden making a den for the animals. During a disagreement they are encouraged to talk it through. Children with specific needs are encouraged to be independent in the nursery and any special activity is successfully promoted.

Children's awareness of diversity and respect for others is fostered through an excellent range of resources to promote a positive awareness of the wider world. For example, staffing successfully reflects the cultural diversity and gender of the children. Equipment such as books, puzzles, dressing up clothes and small world toys positively reflect images of race, gender, culture and disability. The children are confident and happy in their environment. They are well mannered and are consistently praised during their time at nursery. The children's spiritual, moral, social and cultural development is effectively fostered.

The quality of partnership with parents and carers is outstanding. Parents are fully

encouraged to share what they know and are effectively informed about their children's progress and achievements. They receive good quality information about the provision, for example, news letters and welcome packs. They are greeted warmly and a detailed exchange of information about their child takes place with the key worker on a regular basis. The staff are proactive with regard to informing parents about their children's progress and achievements. The children's progress reports are available for parents to access independently.

Organisation

The organisation is outstanding.

The staff effectively organise space and resources to meet the needs of the children attending. Children benefit from a committed staff team who know their roles and responsibilities. The staff are proactive in attending the foundation stage training which they effectively implement in their setting. They fully understand and have an excellent knowledge of policies and procedures that are individual to the setting. These positively contribute to the children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management is outstanding. The group leaders have a strong vision for the setting and are striving to achieve it. Information is in place for parents in the curriculum file with regard to planning and children's learning. Parents are effectively encouraged to be involved in their children's development.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure current and appropriate health and hygiene guidelines, policies and procedures are fully implemented
- make sure children under three are effectively supported during indoor and outdoor play
- provide opportunities to teach younger children how to keep themselves safe and avoid accidents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to practice linking sounds and letters; create more opportunities for children to practice calculation.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk