

# Little London Children's Centre

Inspection report for early years provision

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EY331899

**Inspection date**

23/02/2010

**Inspector**

Sarah Hicks

**Setting address**

169a Meanwood Road, Leeds, West Yorkshire, LS7 1SR

**Telephone number**

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Little London Children's Centre opened in 2006 and is managed by Leeds City Council. The children's centre operates from three rooms in a new two storey building on site at Little London Primary School in the Little London area of Leeds. Children have access to three secure enclosed outdoor play areas. A maximum of 80 children from three months to eight years may attend the setting at any one time. The centre serves the local and surrounding areas and opens Monday to Friday, 52 weeks a year, except for bank holidays. Sessions are from 8am until 6pm.

There are currently 90 children on roll, all of whom are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

There are 22 full and part-time staff who work with the children, 20 of whom have early years qualifications to National Vocational Qualification level at 2 or at 3. The deputy manager holds Early Years Professional Status and an additional member of staff is currently working towards this qualification. The team work closely with outside agencies and access services provided by the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a highly inclusive and nurturing environment with caring staff who are committed to supporting every child's needs and interests. They work well together which ensures children feel safe, and make good progress. Strong partnerships with external agencies and the local school further support both parents and their children. Staff know the children very well and forge strong relationships, ensuring children settle quickly, are happy and enjoy their time at Little London Children's Centre. The centre is led and managed well and demonstrates a good capacity for continuous improvement as a result of the leadership's commitment and enthusiastic approach to improving the provision further.

## What steps need to be taken to improve provision further?

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

- extend and enrich outdoor learning to match those opportunities provided indoors
- develop further resources and experiences which positively promote and celebrate cultural and linguistic diversity, supporting children's understanding of each other

- develop a consistent approach to using observation and assessment systems to help both assess the progress that children are making and also support their next steps in learning.

## **The effectiveness of leadership and management of the early years provision**

The children's centre is very well organised and the manager and her deputy place great emphasis on supporting every child's health and welfare. Safeguarding children is a priority; for example, all adults are vetted rigorously and there are clear and safe procedures for visitors to the centre. Effective steps are taken to ensure children are safe both indoors and out, with furniture, toys and equipment carefully selected to ensure safety and suitability for children of different ages. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

A strong team of staff complement each other and share a common sense of purpose to ensure all groups of children have an equal opportunity to achieve as well as they can. Bilingual staff support both children and parents who speak English as an additional language well. However, opportunities are sometimes missed, due to the range of resources and experiences offered, to celebrate the linguistic and cultural differences of children, and support their growing awareness and understanding of their diverse community and the wider world. Resources are well deployed in this happy, inclusive setting; for example, children with special educational needs and/or disabilities are given high quality support to ensure they are fully included and enjoy their learning.

Partnerships with parents are good and they praise the care and support their children receive, saying they value the 'brilliant' staff, who help their children 'look forward to each day'. Good links with the local school and outside agencies enhance the provision further with a wealth of opportunities for parents and their children to develop their learning together.

Self-evaluation is developing well, recognising accurately the centre's achievements so far, and how they plan to secure further improvements. The staff's understanding of assessment and observation procedures, for example, is developing well in all six areas of learning, though inconsistencies in approach remain, which sometimes impacts the staff's ability to accurately assess the progress that children are making, and also support their next steps in learning. The recommendations from the last inspection have been fully met. The children now enjoy the many opportunities to develop their independence skills and a range of sleeping equipment is provided for younger children.

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

Staff go to great lengths to support the children's transition both from home to nursery and within the setting itself. As a result, children of all ages settle quickly, progress well and are very happy. Good role models and safe and secure routines encourage positive behaviours. For example, children love their circle time activities, listening carefully and sharing their magic bag.

Staff plan well together, building on children's interests and ensuring a good range of resources that spark their curiosity. Indoor learning is rich and stimulating, covering all areas of learning. The setting is very child friendly with play spaces thoughtfully set out to attract children's interest and support their learning and development well. Toys, craft items and books are easily accessible and children enjoy choosing from a wide range of exciting learning opportunities. However, opportunities for outdoor learning are currently less developed. Questions are used very effectively to promote children's language skills and gently encourage their next steps. There are many opportunities for children to make decisions and lead their learning. For example, children enjoy choosing the 'flying saucer song' and count in sequence as they 'fly away.' There is a good balance between the activities children choose, and those which adults encourage, this supports their learning well.

Staff communicate well with parents to share the children's starting points, interests and levels of attainment, so that it is clear how well they are progressing. Colourful learning journals support their next steps, and the children's home-school books provide an opportunity to share events and celebrate achievements both at home and at nursery.

The children have a good understanding of how to keep healthy. They understand why they must wash their hands before handling food and they happily choose healthy fruit and vegetables as snacks. The children's understanding of how to keep safe reflects a strong emphasis on ensuring children's safety through clear procedures and effective daily routines. Arrangements for special celebrations, such as Easter, Diwali or Eid, are planned carefully to include everyone.

Strong leadership and effective teamwork are key strengths of the centre. Staff are developing a good understanding of the Early Years Foundation Stage and together create a safe, welcoming and inviting environment. This ensures children are happy, make good progress and are well-prepared for the next stage of their learning. Parents agree, saying their children 'have fun and learn too.'

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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