

Children's Corner (Headingley) Ltd

Inspection report for early years provision

Unique reference number

510091

Inspection date

04/06/2010

Inspector

Linda Filewood

Setting address

Shire View, 72 Headingley Lane, Headingley, Leeds, West
Yorkshire, LS6 2DJ

Telephone number

0113 2144537

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Children's Corner (Headingley) Ltd is run privately by Children's Corner Nurseries. It opened in 1999 and operates from three rooms within a Leeds City Council building for the blind and partially sighted. It is situated in the Headingley area of Leeds. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The provision is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 20 children aged from three months to eight years may attend the provision at any one time, of whom all may be in the early years age group. There are currently 40 children in this age group on roll.

There are seven members of staff, six of whom hold early years qualifications to at least a level 2. The setting supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff very capably support each child's welfare, learning and development through a clear understanding of their individual abilities and requirements. Children play in a safe and secure environment, and the outdoor provision is particularly motivating. Excellent partnership working takes place with outside agencies and other professionals to ensure every child receives high levels of support at an early stage. Staff are highly effective in ensuring that all children integrate well into the setting, and the development of all children in relation to their starting points is good. Systems for self-evaluation provide accurate analyses of the strengths and weaknesses of the early years provision so that they make improvements in the areas in which it is most needed.

What steps need to be taken to improve provision further?

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

- ensure that the setting's policies, procedures and other information are made available to parents in a variety of formats that cater for their individual needs
- continue to develop self-evaluation in order to identify key strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Security of the premises is good and visitors to the building sign the visitors' record for the centre, as well as the nursery. This contributes well to the children's safety

when attending the nursery. Staff are vigilant at locking the setting's doors during operating hours and ensure safety gates between areas of play protect younger children. They constantly supervise the children well while also allowing older children to develop skills for the future by managing tasks, such as, carrying their cutlery or using the toilet facilities. Children are familiar with the consistent routines and this gives them a strong sense of security. Staff accurately maintain records, including risk assessments, and implement a comprehensive range of regularly reviewed policies and procedures. These are required for the safe and efficient management of the Early Years Foundation Stage, ensuring that children are safeguarded and their needs are met. Staff share the policies with parents so that they understand the care their children receive. However, they do not consider, for example, offering them to parents in a variety of formats to suit their individual needs, such as in larger print. Staff have a clear understanding of child protection procedures through regular training. They receive good support to maintain their continuous professional development through regular appraisals and undertake training to support the specific needs of the children. The management team uses effective recruitment and induction procedures to ensure staff are suitable to work with children. The well-qualified staff team significantly enhances the outcomes for children.

Staff make good use of the space within the nursery and outdoors to offer children balanced play opportunities, covering all areas of learning. There is a large range of toys and play equipment available to all children. Outdoors, the stimulating play equipment, such as, a low wooden climbing wall and a water tube run with taps particularly offers challenges to older children. Staff ensure every child is included in play by extremely effectively and actively promoting equality and diversity. They all know each child well and work together to plan activities, ensuring each child makes consistent progress in their development. The staff are highly committed to working in partnership with others and support children exceptionally well through established, effective relationships. There are excellent channels of communication between schools, other professionals delivering the Early Years Foundation Stage and outside agencies, such as, speech and occupational therapists. These successfully promote children's learning, development and welfare, equality of opportunity and self-esteem. Parents are very appreciative of the nursery staff. They comment on the care taken by staff to work closely with them in meeting their children's individual requirements. Staff encourage parents to contribute to their child's achievement record and each key person talks to parents daily about their child's activities. There are a good variety of systems in place for parents to have the opportunity to express their opinions on the nursery. This includes the formation of a parents panel to comment on, for example, the setting's policies and procedures. The new manager and existing staff team demonstrate enthusiasm to continually improve the outcomes for the children. Self-evaluation systems continue to be developed so that they are more effective in identifying key strengths and areas for development. For instance, new software is being trialled to improve the provision of information and communication technology for children, and the recommendations made at the previous inspection have been addressed.

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

Children enjoy a good balance throughout the day of adult-led and freely chosen play opportunities which cover the six areas of learning. Staff use good questioning techniques to extend children's thinking, and offer praise and encouragement to raise their confidence and self-esteem. For example, children enjoy playing and digging in the large outdoor sandpit and successfully turn out shapes in the form of feet. Staff encourage them to work out whose feet are the largest; they compare the sizes easily, readily using a good range of mathematical language. Staff's good knowledge of the children, through an effective key-person system, ensures that they tailor activities to meet each child's capabilities. This sometimes involves capably following plans and activities alongside other professionals, in order to promote individual children's development. Staff fully understand the Early Years Foundation Stage curriculum, they are aware of how to enhance play provision so that it successfully reflects children's backgrounds and the wider community. Staff make clear observations of children's achievements and share them very regularly with parents. They discuss individual children's progress at staff meetings so they suitably challenge each child through the learning experiences available. As a result, all children, including those with special educational needs and/or disabilities, make good progress towards the early learning goals in all areas of learning. Good relationships are very evident between staff and children; children show that they feel safe and younger children readily approach staff for help. Most children are independent in their self-care. They know why they should wash their hands after using the toilet, and staff hygienically clean the children's toothbrushes after meals. Children enjoy freshly cooked meals and older children serve themselves. Staff clearly advise all allergies and dietary requirements to kitchen staff.

Staff place a strong emphasis on ensuring the outdoor play area reflects the six areas of learning. Children have plenty of opportunities to learn about nature and enjoy the world around them. They watch squirrels and birds at the bird table in an area that adjoins the enclosed play area. A quiet outdoor area where children can sit on wooden toadstools while staff read to them, makes story time fun. Indoors, children experience chickens hatching from their eggs in an incubator and learn to hold them gently in their hands. Staff extend their enjoyment further during craft activities and they make biscuits using chicken shaped cutters to enjoy later. Many children have newborn siblings and they bring pictures of themselves as babies to display. Children chat happily about how they are getting bigger and going to move to school soon. Staff support their transition to school very well; their new teachers visit them at the nursery, and a follow-up telephone call after they start school keeps staff informed of their progress.

Children engage extremely well in a stimulating variety of activities which foster their hand-eye coordination. Some older children are very proficient in ball skills and all move confidently in a range of ways. Younger children negotiate a small slope with ease, while older children mount climbing equipment confidently using alternate feet. Children cooperate very well with each other and readily take turns with equipment. They persevere and concentrate well, for example, younger

children receive praise from staff for managing to put the top back on a felt tipped pen and an explanation as to why it is important. Children demonstrate a clear understanding of playing safely and only need occasional reminders about not running indoors. All children use items, such as, scissors safely and enjoy creative play, both indoors and outdoors. They take delight in making musical sounds on the glockenspiel outdoors and react to the barks of the guide dogs. The nursery is within the building for the blind and partially sighted, and the children are very aware of the support the dogs give their owners. As a result, they show a clear understanding of diversity through an excellent range of activities and experiences, including a charity event with their families to support an orphanage in Malawi.

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	2
The effectiveness with which the setting promotes equality and diversity	1
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----