



## **Candystripe . Inc @ Harrogate Road**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY299540
<b>Inspection date</b>	01 November 2005
<b>Inspector</b>	Jane Elizabeth O'Callaghan
<b>Setting Address</b>	201 Harrogate Road, Leeds, West Yorkshire, LS7 3PT
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Candystripe Inc.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Candystripe. Inc @ Harrogate Road has been registered since April 2005. It is situated in Leeds. The owners also provide Crèche, Before and After School and some holiday care on the premises. They also run a full day care setting in Leeds.

The Pre- School is situated in one room and has use of a large hall, small office, children's and staff bathroom, a kitchen and disabled facilities, which are all on one floor. There is an enclosed outdoor play area.

The pre-school operates Monday to Friday term time only from 09.30 until midday. It is registered to care for a maximum of 26 children from 2 to 5 years. There are currently 17 children on roll. Of these 2 children receive funding for nursery education. Children come from a wide area, although the majority of children attending at present are local to the setting.

The pre-school employs four members of staff; including a Manager. All staff hold childcare qualifications to level 2 and above. Recruitment of additional staff is still ongoing.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children begin to develop a good understanding of healthy practices through topics and activities, for example, healthy eating and fruit tasting. They wash their hands after messy play, before snack and after using the toilet. This helps them begin to understand the need to practice good routines of personal hygiene.

Children enjoy exercise and develop a positive approach to this through regular opportunities for indoor and outdoor physical play. This includes the use of a large soft play, ball pool area, climbing frame inside and outside a variety of bicycles, balls, and parachute. Children develop a good awareness of available space. They move around confidently, with control and in a variety of ways, including running, jumping and hopping. Children competently use a wide range of small and large equipment, which includes scissors, glue spreaders and a climbing frame.

Medication and accident records are kept and signed by parents, however these are not stored in a confidential way and are available for all parents.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean, adequately maintained environment which is effectively organised to enable them to move around freely and safely. They access available resources that have been set out for them and these are rotated throughout the session. All toys, activities and equipment are maintained in very good condition and regular risk assessments are done by staff.

Children benefit from most safety measures, that are in place. For example, the heaters are covered and fire drills recorded. They develop a good awareness of safety through practicing emergency evacuations each term and discussing the reasons for this with staff. However, some sockets are not protected. Children are encouraged to tidy up and to pick up toys from the floor to prevent children and staff falling over them.

Children's welfare is promoted as staff have a good understanding of the procedure

to follow with any concerns and have attended training. They are fully aware of the types of abuse and signs to look for.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the play group and independently select from a suitable range of activities on offer. They are involved in the activities, which help children to develop their imagination, language and creative development, such as construction, sand and water play, stories and singing. Children are very happy and confident in the setting. They are keen to communicate with each other and play happily together, becoming aware of each others needs. Children build warm relationships with staff, they are keen to talk to them and proudly show them things they have made.

Children's independence is promoted, through a use of chairs of varying sizes to help them become independent. They choose songs to sing after snack and move freely around the room independently accessing a range of resources, which are mostly set out by staff.

Nursery Education: The quality of teaching and learning is satisfactory. Staff use their sound knowledge of the foundation stage to help children develop in most areas, but miss opportunities in some areas of learning for children to develop their skills and understanding. Plans are linked to early learning goals and regular informal meetings are held to discuss topics and activities with all staff. The environment is well organised and activities attractively set out for children. Staff are very interested in children and use open questions to promote children's thinking.

All children are eager to learn and are self assured. They are beginning to show an interest in numbers. They can count reliably to five and beyond, but have little opportunity to practice everyday simple calculating skills. They use size language correctly in their play and confidently recognise simple shapes in every day objects. Children are confident communicators and are keen to share their experiences with others. Children enjoy books, accessing them independently or listening to stories attentively in small groups. They begin to understand print carries meaning and develop their reading skills through a range of opportunities, including finding their own name card each morning. Children do not consistently develop their writing skills as there is limited opportunity to practice writing for a variety of purposes in everyday play situations. Overall, children make sound progress towards the early learning goals.

Children are making good progress in their physical development, having good access to a varied selection of equipment, toys and activities. These develop all areas children are seen to balance in the large play gym and ball pool, climb up steps unaided and to skip and jump with the aid of skipping ropes.

Children are developing some creative development through, being able to differentiate between different colours, making pictures of bonfires and confidently joining in songs at circle time. However there are missed opportunities for children to access and engage in stimulating purposeful role play situations.

## **Helping children make a positive contribution**

The provision is good.

Children are valued as individuals. There are effective arrangements in place to care for children with special educational needs and who have English as an additional language. Children's individual needs are well met. Children develop a positive attitude to others and develop a good understanding about the wider world and the local community through celebrating festivals, trying food and having access to a range of resources and activities, which show positive images of culture, ethnicity, gender and disability.

Children behave well, they are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They begin to understand right and wrong through consistent boundaries and age appropriate methods used by staff to manage behaviour, including explanation and distraction.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats and notice boards. The setting fosters children's spiritual, moral, social and cultural development well.

## **Organisation**

The organisation is good.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a good range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them support and encouragement. This helps children to feel secure and confident. Children are kept safe and healthy as staff attend and up date training, including first aid. Children are well cared for through staff implementing policies and maintaining most documentation, however, the register does not show the times of arrival and departure of the children.

The leadership and management of the nursery education is satisfactory. Foundation stage training is cascaded down and all staff are involved in planning for the curriculum to help children develop. There are regular informal evaluations of staff performance and appraisals are used to monitor staff development. Assessments records are updated by key workers, who monitor children's achievement and development. These records do not reflect clear plans for next steps in children's learning. Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the registration.

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

## **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 satisfactory.

### **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):

- ensure all accident and medication records are kept in a confidential manner
- ensure all sockets are protected at all times
- ensure that the register includes the times of children's arrival and departure

#### **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):

- develop opportunities for children to practice writing for a purpose and calculation skills in everyday routines and play situations
- develop children's individual assessment records to plan for their next steps in learning
- provide opportunities for children to engage in stimulating, uninterrupted purposeful role play situations.

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