

Children's Corner (Farsley)

Inspection report for early years provision

Unique reference number EY313806
Inspection date 04/05/2010
Inspector Marian Thomas

Setting address On site of Springbank Junior School, Wesley Street,
Farsley, Pudsey, West Yorkshire, LS28 5LE

Telephone number 0113 257 7868

Email

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

Children's Corner (Farsley) is a privately run nursery which was registered in 2005. It is situated on the site of Springbank Junior School in Pudsey, Leeds. There are two secure outdoor play areas for the children to access. The setting serves the wider community and local schools. A maximum of 70 children aged under eight years may attend the setting at any one time. The setting currently takes children from 6 months, and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 7.30am until 6pm, for 51 weeks of the year. The setting also provides a holiday and out of school provision.

There are currently 150 children on roll, of whom 115 are under eight years, of these 38 are within the Early Years Foundation Stage and, of these, 25 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 20 members of staff, including the manager, who work directly with the children, of these, 12 hold an appropriate early years qualification at level 3, and three hold a qualification at level 2. Other staff are currently working towards a recognised qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive high quality care in a bright and welcoming environment. They are supported well by enthusiastic and friendly staff who ensure that children's individual needs are met. Staff plan a wide variety of activities to promote children's continued progress in their learning and development. Self-evaluation is securely in place and, as a result, improvement is continuous under the current leadership and management.

What steps need to be taken to improve provision further?

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

- ensure letters given to parents, for children after a head injury, are recorded in the accident record book
- review systems to ensure parents are consistently able to access their children's developmental records in order for them to monitor their individual progress.

The effectiveness of leadership and management of the early years provision

Records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage, are securely in place and regularly reviewed by the manager and staff team. All staff members working directly with children, within the setting, undergo rigorous checks and hold suitable qualifications. Staff work closely together as a team and strive to further improve care and education for all children. The quality and effectiveness of risk assessments and actions taken, to manage or eliminate risks within the setting, are good and promote a safe environment for all children.

The manager and owner are very aware of the strengths and areas for development, and work hard to recruit and retain high quality staff. They have also recently developed a program of continuous improvement, which is now in place. This uses some self-evaluation and engagement with parents, because of this, children's learning, development and behaviour are good. Staff and resources are well deployed, so that the needs of every child are met, promoting equality of opportunity for all who attend the setting. The inclusion of children with special educational needs and/or disabilities is a strength of the setting. Good procedures and routines are in place to promote equality and celebrate diversity. Provision and outcomes for children's learning and development are monitored through regular checks and self-assessment. This has led to consistent identification of targets for further improvement. This shows that the setting has a good capacity to continue to improve. The recommendations made at the last inspection have been fully addressed.

The setting has developed close links with parents and carers. They recognise the happy atmosphere created by staff and leaders, and feel that the setting offers a well-organised and friendly environment, to which their children enjoy coming. Parents feel welcome in the setting and say that their views are valued. For example, parents comment that 'my child can't wait to come through the door in the morning'. However, despite good quality observations in children's learning journeys, these are not always shared effectively with parents. The leadership and management have formed good partnerships with outside agencies and linked services, in order to support the needs of individual children. The setting has also developed close links with the primary schools to which children transfer, which support children's welfare, learning and development well. This helps to promote a smooth transition for all children.

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

Staff working within the setting have calm and friendly attitudes and this helps children to settle quickly. They often join children in their play. This ensures positive relationships are built with all children, and impacts on children's attitudes to learning and behaviour. The strength of these relationships is very evident, by the way in which even very young children new to the setting, settle quickly after

parents leave. Children show positive attitudes to learning and are very keen to join in the activities provided. For example, making their own choices from a variety of activities helps them to develop independence skills. Children's curiosity and questioning skills are well developed by the range of activities on offer, particularly in the outside areas of the provision. Effective joint planning between the setting and local primary schools to which children transfer, ensures continuity of learning and supports children's transition into school.

In all areas of the setting, children behave very well because of the calm and friendly atmosphere. A positive behaviour policy is in place, which all children understand, because of this, children are polite and considerate towards each other. They quickly learn to take turns and respond well when asked to do things by members of staff. These personal standards are reinforced by the manner in which adults respond to each other and the children. Children also learn to share resources and cooperate with each other. Active learning is promoted within the setting through a range of activities. This helps the children to develop good learning skills, which contribute directly to skills required for future learning.

Children are served healthy home cooked meals, which are well balanced and nutritious. These include fresh fruit, which they enjoy, and this contributes to their understanding of a balanced diet. Fresh drinking water is always available. Children are aware of the importance of washing their hands before eating and after using the toilet, to reduce the spread of infection. For example children say 'I wash my hands so that they are clean when I eat my snack,' demonstrating a good understanding at an early age. Equipment is well maintained and daily risk assessments of all areas are undertaken by senior staff, to ensure children's safety both inside and outdoors. However, although minor injuries are well documented, letters home to parents informing them of a possible head injury are not always recorded. Improving children's learning and development is a main focus for staff in this setting. This is reflected in the confident, happy attitudes to learning, and the generally good behaviour that children display.

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	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

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

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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