

Ireland Wood Children's Centre

Inspection report for early years provision

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Inspection date	17/08/2010
Inspector	Susan Rogers
Setting address	Raynel Gardens, Leeds, West Yorkshire, LS16 6BW
Telephone number	0113 281 7829
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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).

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

Ireland Wood Children's Centre opened in 1973. The setting offers nursery and out of school club provision. The setting operates from four play rooms and has use of the school hall within Ireland Wood Primary School in Leeds. The setting serves the local and surrounding areas. There are several fully enclosed outdoor play areas available for outside play and ground floor access to all rooms.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 131 children up to eight years of age may attend at any one time. The setting also offers care to children up to the age of 11 years. There are currently 183 children on roll of which 83 are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. Children attend for a variety of sessions. Nursery sessions are from 7.30am until 6pm all-year-round. Out-of-school care sessions are from 7.30am until 8.50am during school term and the holiday play scheme sessions are from 7.30am until 6pm.

The setting currently supports a number of children with special educational needs and/or disabilities, and children who speak English as an additional language. Children attend for a variety of sessions. There are 27 members of staff, including the manager, who work directly with the children. Of these, one has a qualification at level 7 in early years, three have qualifications at level 6, six have achieved qualifications at level 4, eight have qualifications at level 3, two members of staff have qualifications at level 2, and five are working towards a relevant qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A committed and highly skilled staff group have high expectations for children's outcomes. The individual care of all children and those with specific needs is a key strength of this setting ensuring that all children are valued and respected. The system for evaluating the settings' progress is thorough and well established and is supported by a well targeted action plan which promotes continuous improvement. Staff are exceptionally well supported and are encouraged to further their professional qualifications. Assessments and planning for individual children is of a high quality and clearly identifies children's learning preferences and the next steps in their development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing more opportunities for children to develop independence at

mealtimes.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded due to stringent safeguarding procedures and regular staff training, awareness and support. The policies and procedures are highly informative and involve consultations with all stakeholders, reflect current legislation and are implemented conscientiously by dedicated staff. Robust recruitment and vetting of staff further safeguards children. Thorough risk assessments are regularly reviewed, reflect children's needs and ensure the premises are safe and free of hazards.

Leaders and managers are highly effective in motivating and inspiring the staff team as they work towards continuous improvement and improved outcomes for children. The well developed process for evaluating the setting's effectiveness ensures that children, parents and staff are fully involved and provide a clear focus for driving forward further development. The excellent resources are fully utilised and staff are very well supported in their professional development and training so they are able to meet the needs of the children well. An extremely positive environment ensures that staff are confident and skilled as they support and encourage each other while delivering individual care and education for children.

A fully inclusive setting is promoted where children's care is carefully matched to their individual needs. Skilled and committed practitioners are passionate about helping children achieve positive outcomes. The environment is rich in images that reflect diversity and staff work very closely with parents of children who speak English as an additional language. Well established channels of communication consistently promote children's learning. Children's continuity of care is carefully protected through sensitive and individualised settling in procedures. Skilfully managed, well established and professional procedures enable meaningful discussions between staff, parents and carers and other agencies and enhance the promotion of children's progress. Children's social journeys and daily diaries provide an excellent structure that support transitions between home, the setting and schools.

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

Children show a strong sense of security and feel safe within the setting. They make extremely good progress because they are happy and confident in the well resourced learning environment. Skilled practitioners provide support that is highly focused on children's individual needs. Through well considered questions children are inspired to use their reasoning skills to resolve problems. Skilled practitioners consistently enter into the spirit of play with children but know when to stand back and observe, giving children time to learn at their own pace. Staff have very good knowledge of the Early Years Foundation Stage and provide consistently meaningful learning opportunities that are prompted by children's individual

interests. Children's assessments are highly comprehensive and carefully plot their progress against individual areas of learning and are skilfully used to plan for the next steps in their learning. Staff have high expectations for children's progress and use information well to plan activities that reflect children's interests and learning preferences. The interesting outdoor areas are readily accessed offering further exciting learning opportunities. Children extend their language skills as they animatedly discuss the properties of shaving foam, mud and gloop. Story time ensures that children are fully engrossed as practitioners read using different voices for each character. Children's knowledge and understanding is fully demonstrated as they answer questions and offer interesting explanations.

Children's well developed social skills wholeheartedly support their learning as they include others in their play. They are sensitive to the needs of other people, delighting in the responsibility of supporting them. Children become fully engrossed during imagined scenarios, discussing problems and devising solutions with others. There are many innovative opportunities for children to learn about the natural world. For example, they grow their own vegetables and fruit in the school garden and prepare and cook these as part of their meals. Children who attend the out of school setting are extremely well supported as they prepare nutritious meals which give them an excellent understanding of foods that are beneficial to their health. Although children demonstrate good levels of independence this is not always maximised at meal times. There are excellent procedures in place that support children's health and well-being. For example, children consistently follow good hygiene routines and anti-bacterial hand gel dispensers are provided for staff and parents in each room.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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