



Mosaic Centre

Inspection report for early years provision

Unique Reference Number	EY304304
Inspection date	07 December 2005
Inspector	Abigail Caroline Cunningham
Setting Address	Chapelton Children's Centre, Leopold Street, Leeds, West Yorkshire, LS7 4DA
Telephone number	
E-mail	
Registered person	The Leeds Teaching Hospitals NHS Trust
Type of inspection	Integrated
Type of care	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.

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 good.

WHAT SORT OF SETTING IS IT?

The Mosaic Centre is one of several nurseries run by The Leeds Teaching Hospitals NHS Trust. It opened in 2005 and is situated in Chapeltown, Leeds. It operates from four rooms in a purpose-built building. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from 6 months to under 5 years on roll. Of these

5 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents work for the trust. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs fourteen staff. All of the staff, including the manager hold appropriate early years qualifications and one member of staff is working towards a qualification. The nursery receives support from an advisory teacher and the emphasis is on learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All staff are fully aware of individual dietary requirements and preferences which are discussed in full with parents. The children receive a good range of healthy and nutritious meals and snacks. Children have access to drinks at all times and sample foods associated with other countries to increase their knowledge of the wider world, for example, chicken curry and Hungarian goulash.

Good hygiene practises are in place. Different methods for promoting personal hygiene are used, for example, there is liquid soap, hand dryers and paper towels available in the toilets, different coloured cloths are used for cleaning different areas, staff wear gloves and aprons during nappy changing. The staff are good role models, they wash their hands after toileting, nappy changing and before serving food. The children are encouraged to wash their hands after toileting and before eating and understand the reasons why.

Babies and young children make sense of and respond to what they see, hear, touch, smell and feel. The staff encourage young babies and children to enjoy sensory experiences, such as sand, water play, dough, tinsel, paint and natural materials.

Baby's emotional needs are well met as they receive plenty of individual attention and cuddles. They are made to feel special by significant persons and parents handing young babies directly to each other at the beginning and end of the day. Practitioners recognise that children need a predictable environment in which to feel safe which encourages independence. Staff are aware that changes of staff or moving to another room may temporarily affect confidence, staff are effectively deployed so that a significant member of staff is available to care for the babies and young children at all times.

The staff treat mealtimes as an opportunity to help children enjoy their food and become independent in feeding themselves, as a result young children have many opportunities to feed themselves using fingers forks and spoons. The staff effectively recognise the signs of tiredness in babies and young children.

Satisfactory arrangements are in place for administering first aid and medication, there is a fully stocked first aid kit available and three of the staff hold a current first

aid certificate, however, the setting would benefit from having additional staff trained to administer first aid. Written policies are in place regarding sickness, accidents and administration of medication, these are fully implemented and shared with all parents.

The children have daily opportunities for fresh air and outdoor play, such as, visiting the pet shop and accessing the outdoor play area. Children effectively show awareness of space, themselves and others and are beginning to recognise the importance of keeping healthy. They handle tools, objects, construction and malleable materials safely and with increasing control, such as, scissors, pencils and dough tools. Three-year-olds move freely with pleasure and confidence. They can manage their body to create intended movement, for example, pouring drinks, cutting fruit and serving lunch.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a clean, well maintained environment which is effectively organised to enable them to move around freely and safely. The environment is warm and welcoming with good evidence of children's play and activity. Parents and children are warmly welcomed on arrival and children's work is attractively displayed on the walls. Photographs of children at play and involved in a range of activities are on display. The reception area is informative, there are the settings policies and procedures, registration certificate and public liability insurance are available to view.

Children benefit from a good range of safety measures, for example, through the use of socket covers, safety gates and a secure outdoor play area. They develop a good awareness of safety through practicing emergency evacuations regularly. The children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted.

The system for managing access to the premises is good and unauthorised persons are unable to gain entry and a record is kept of visitors. Children are protected from possible abuse or neglect as staff implement child protection procedures, which are robust, fully understood and which work in practice.

There is a good range of toys, furniture and equipment available, which meets the needs of all children attending, for example, comfortable sofa's and chairs. Toys and resources are in good condition and are regularly checked and cleaned. Staff use toys, equipment and materials effectively to ensure children are provided with an interesting range of activities that promote children's learning in all areas, such as, age appropriate utensils for eating, child size tables and chairs and bean bags for children to relax.

Helping children achieve well and enjoy what they do

The provision is good.

Staff working with the younger children have attended Birth to three matters training.

They confidently implement the framework and planning and assessment systems are very effective for this age group. Young children enjoy attention and being physically close to other children and familiar adults, for example, during meal and snack times, while being bottle fed. Adults echo sounds young babies make and interpret meaning to children's words which encourages them to be confident and competent language users. Children are given opportunities to share their thoughts, feelings and ideas. They talk with other children, visitors and other adults and speak confidently about what they see, hear, think and feel.

The staff are kind and attentive towards the children, they respect their backgrounds and value what they have to offer. The staff recognise the children as individuals and meet their differing needs well. Activities are well organised and the children are involved in a balanced range of activities both inside and outside, which supports and promotes their all round development, for example, sand, paint and water.

Plans provide a broad range of practical activities which develop children's knowledge and understanding. Activities are presented in an interesting and thoughtful way and the children have good opportunities to be involved in messy play, this is throughout all age groups, such as, babies painting. The staff encourage the children to try new activities, for example, baking and mixing paints.

Children relate and play very well with their peers and the children are happy and settled. The staff balance their time carefully to allow children to play and learn independently as well as giving time to support and encourage. The staff are interested in the children and value what they say and do. They consistently talk and listen to them, asks questions to make them think, they respond enthusiastically giving praise and encouragement. The staff manage the children effectively, the quality of their interactions significantly enhances the children's development.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the foundation stage and competently put this into practice. They show a good knowledge of the foundation stage and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, clear and covers all areas of learning in the curriculum. Detailed planning for focused activities ensures clear learning intentions are identified for children. Assessment records for each child clearly show the children's approach to learning, their achievements, progress and show planning for children's individual next steps in learning.

All children separate from their main carer with confidence and they seek out adults to share experiences. Some children talk freely about their home and community. The children are well behaved, they use manners, share and are co-operative at tidy up time. They can maintain attention, concentrate and sit quietly when appropriate.

The children enjoy books, they are able to listen carefully and respond enthusiastically to stories and songs. All children can recognise their own name and confidently use one handed tools and equipment, such as, scissors, paint brushes and pencils. Most three-year-olds can form recognisable letters and some can write their own name, however, there are limited opportunities for children to practice letter

sounds.

Children show curiosity, observe and manipulate objects. They realise tools can be used for a purpose and construct with a purpose in mind, using a variety of resources. The children show an interest in the world in which they live, they remember and talk about significant events which have happened to them, for example, going to the doctors. They are beginning to know about their own cultures and beliefs and those of other people, such as, celebrating Eid.

The children are developing good counting skills and enjoy participating in counting songs and rhymes. Some three-year-olds can count to 10 and many can recognise numbers from 1- 5. The children understand and use positional language, such as, in and out. They understand size through well planned activities, for example, sticking and water play.

Children use their imagination well. They respond in a variety of ways to what they feel, see, hear, touch and smell. The children are able to differentiate colours and enjoy exploring what happens when they mix colours. They are beginning to describe the texture of things, for example, the spaghetti is slimy. Three-year-olds enjoy using props to support their role play, such as, dressing up as a Police Officer. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Staff give high priority to nurturing children's personal, social and emotional development. They create a secure atmosphere where children develop good attitudes and dispositions to learning. Children show excitement and are motivated to learn. The staff have a consistent approach to managing children's behaviour, which is reflected in the setting's behaviour policy. The staff are skilled in encouraging good behaviour and helping children understand what is expected of them. As a result all the children are well behaved, for example, they use manners, share, take turns and are co-operate at tidy up time.

There are effective systems in place to support children with special educational needs and children who speak English as an additional language. The children develop a positive attitude to others and develop a good understanding about the wider world and community through celebrating festivals and having access to a good range of resources which show positive images of culture, ethnicity, disability and gender.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through regular newsletters, notice board and information leaflet. Parents have good opportunities to share what they know about their child through regular discussions with staff and an effective settling in procedure. They are well informed about their child's achievements and progress. The parents are mostly encouraged to be involved with their child's learning, they assist their child with self registration and are able to take their child's profile home,

however, parents are currently unable to add their comments or observations to their child's profile. Children's spiritual, moral, social and cultural development is fostered appropriately.

Organisation

The organisation is good.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, which consistently interact with them and give children effective support and encouragement, which helps them feel secure and confident. All the required documentation is in place is easily accessible and stored securely such as, emergency contact and registration details. A good system is in place to record the staff and children's daily attendance and this is accurate and up to date.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education and have regular opportunities for staff development, such as, attending training. The staff regularly work with an under three's advisor and an advisory teacher from the Local Authority to improve their practise. All the staff are fully involved in planning the curriculum and assessments records are always updated by key workers. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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

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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):

- increase the number of staff who hold a current first aid certificate.

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):

- continue to strengthen partnership with parents, provide more opportunities for parents to be encouraged to be involved in their child's learning
- provide opportunities for children to be able to name and sound letters of the alphabet.

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