



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 512408

DfES Number: 523585

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Susan Webb

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Richmond Hill Early Years Centre + OOS Club
Setting Address Walter Crescent
Cross Green
Leeds
West Yorkshire
LS9 8NG

REGISTERED PROVIDER DETAILS

Name Leeds City Council

ORGANISATION DETAILS

Name Leeds City Council
Address Walter Crescent
Cross Green
Leeds
West Yorkshire
LS9 8NG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Richmond Hill Early Years Centre was registered in 1984. It is a 40 place nursery for children aged 3 months to 4 years inclusive and incorporating a 16 place Out of School Club for children aged 4 years to 8 years inclusive. There are currently 59 children on roll. The Centre is situated in the Richmond Hill/Cross Green area close to the main York/Leeds Road and the centre of Leeds.

It is open from 08:00 to 18:00 Monday to Friday all year round, closing only for Bank Holidays. It offers a combination of full and part time places for children of parents who are working or accessing training courses. Limited part time places are available for play and learning on a referral basis. The nursery receives funding for 3 and 4 year olds. There are 12 full and/or part-time members of staff working with the children and 2 kitchen staff.

Children are grouped according to age and have access to 4 play rooms and the central area. There is a separate room for the out of school club, which is also used for a parent and toddler group. There are 2 separate outdoor play areas.

How good is the Day Care?

Richmond Hill Early Years Centre provides satisfactory care overall. It provides a very warm and welcoming setting where children can feel safe and secure. Space is organised creatively and a wide range of good quality resources provides an attractive environment. The strong management and staff team work well together to ensure that the policies and procedures are meeting the developing needs of all the children. However, the staffing arrangements in the Out of School Club are a major weakness. Records are well maintained and personal information remains confidential. There is a slight weakness in the way medication is recorded and children's photographs are used.

High importance is placed on the safety of the children both on and off the premises and this is reflected in hygiene and safety routines. The nursery provides a nutritious diet and encourages the children to eat healthily. Routines, activities and diet are

designed to include all children regardless of their individual needs.

Staff take account of all the children's needs when planning the daily routines and activities. Children are happy, settled and busy and are developing self confidence and independence in various areas of their lives. Good relationships are developing with staff who encourage children to take advantage of the variety of resources and to take responsibility for their own actions, especially in the Out of School Club. Behaviour management routines are well established.

There is a strong partnership with parents who are well informed about the provision and the development of their children. The Centre actively seeks feedback from parents and encourages healthy discussion.

What has improved since the last inspection?

The Centre agreed to develop policies regarding smoking and the procedures to be followed should a child become lost. Both these policies have been implemented in order to improve the health and safety of the children.

What is being done well?

- A strong management team ensures that sound procedures are in place to enhance the daily life and security of the children; these include systems for vetting staff, regular risk assessments both on and off the premises and ongoing Child Protection training. Supporting documentation is well maintained. Staff interaction and co-operation is effective; very young children especially, are developing self confidence and independence through play and daily routines. Planning is good and children are making progress in all areas. Children are encouraged to make choices and to explore their environment, especially in the baby room where there is a very attractive heuristic play area. Clear and consistent boundaries with realistic expectations are set and these reflect the good behaviour management policy.
- A very warm environment welcomes parents and children; the entrance and central areas are particularly interesting and good use is made of children's work to create a welcome in the children's play rooms and Out of School Club. Space is very well organised and an interesting use of furniture and fabrics creates attractive and quiet corners. The Centre is well resourced, and developing and improving the good quality play materials is ongoing particularly those which reflect the diversity of our society. Staff implement the equal opportunities policy well and ensure that children with additional needs or disabilities are included and their needs met. Effective hygiene routines are in place and staff encourage children to wash their hands; children understand the reasons for this and staff set a good example. Well balanced meals meet the individual needs of all the children and staff encourage the social aspect of eating together.
- Relationships with parents are good. They are encouraged to share the daily life of their children in the Centre and at home. Information for parents about

the Centre and its responsibilities are attractive and well presented.

What needs to be improved?

- the staffing in the Out of School Club
- the recording of administered medication and the confidentiality of the records
- the arrangements with parents for taking photographs of the children.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
2	Devise an action plan, which demonstrates how you will maintain ratios in the out of school club.	21/06/2004
2	Devise an action plan, which demonstrates how at least half the staff in the out of school club will hold a relevant qualification.	21/06/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Improve administration of medication procedures.
12	Ensure that you have written permission from parents to take photographs of their children and inform them how these photographs will be used.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Richmond Hill Early Years Centre provides generally good quality education. Children make generally good progress toward the early learning goals.

The quality of teaching is generally good, the staff manage the children's behaviour well, they are consistent in their approach and apply appropriate methods which are understood by the children. Resources are well organised and easily accessible, they support children's learning effectively in all areas. The staff have a good understanding of the foundation stage and the six areas of learning. They plan activities appropriately, but sometimes miss the opportunity to challenge and develop the children's understanding of mathematical ideas for calculation. Some group activities are lacking in effective management and organisation.

There is a strong management structure in place which provides good support to staff at all levels. Good training opportunities enable the staff to keep up to date with current practice and development. Methods for evaluating the groups strengths and weaknesses are implemented as an ongoing process. They identify areas for future development.

The partnership with parents is very good. Parents receive good information regarding all aspects of the nursery and the progress their children make. They are encouraged to participate in and contribute towards their children's learning.

What is being done well?

- Children's personal, social and emotional development is very good. Children are well settled, confident and form positive relationships with adults and peers.
- Children work well together in groups and individually. They listen well, pay attention and speak confidently.
- Staff manage the children's behaviour well. They use methods which are understood by the children, the children understand what is expected of them. They know their boundaries.
- The strong management structure provides support for all staff, staff are able to extend their skills and professional development through ongoing training opportunities.
- Good information is given to parents regarding their children's progress. They are kept informed about all aspects of the nursery through a variety of written and verbal sources.

What needs to be improved?

- The opportunities for the children to develop and challenge idea's and language for calculation.
- The children's access to information technology.
- The management and organisation of group activities.
- The staffs understanding of how to challenge and develop the children's use of idea's for calculation.

What has improved since the last inspection?

At the last inspection the provision were asked to provide more opportunities both indoors and outdoors for the children to develop their skills, confidence and coordination.

Children are regularly involved in planned and spontaneous activities using resources and equipment which supports and challenges their coordination, helps build their confidence and overall physical skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children are confident, they can express their needs and feelings effectively. All the children have positive relationships with adults and their peers, they are able to work well together in groups. Most children are well settled. They understand what is expected of them and show an awareness of their boundaries and the expectations of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children enjoy stories, both in groups and individually. They handle books carefully and most children are beginning to make contributions toward the narrative. Most of the four year old children are confident speakers. They communicate well with adults and with their peers, they listen well and pay attention to the speaker. Younger children have developing confidence when speaking with adults and peers.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some older children are beginning to say and use numbers during everyday activities. Some of the older children count to ten, but children do not attempt to use language and idea's for calculation during everyday and familiar activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Most three and four year old children show an interest in what they see. They are developing an understanding of change and discuss things they have observed. Most three and four year olds are able to select their own materials to join and assemble. They are beginning to use a variety of tools and techniques. Children do not access equipment for information technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children move with confidence. They are able to negotiate space appropriately and are developing the skills required for climbing and balancing. Some children have a developing understanding of how to keep healthy. They show an awareness of following routines which contribute toward their personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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All the children are enthusiastic singers. They know a variety of songs and are eager to participate. Most children use their imaginations well. They make good use of resources and props to spontaneously extend their play particularly during role play. The older and more able children are able to explore colour and texture with interest. They identify colours, recognise when colours change and describe the textures and shape of their creative work well.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide opportunities for the children to develop their idea's and language for calculation.
- Increase staffs understanding of challenges which develop the children's idea's and language for calculation.
- Provide opportunities for the children to access equipment for information technology.
- Ensure that group activities are well managed and organised to ensure that all children are able to participate fully.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.