

Chapelton Children's Centre

Inspection report for early years provision

Unique reference number EY304851
Inspection date 10/01/2011
Inspector Shazaad Ashad

Setting address Chapelton Childrens Centre, Leopold Street, Leeds, West
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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

Chapeltown Children's centre was registered in 2005. It operates from a purpose built building in the Chapeltown area of Leeds, West Yorkshire. The centre is managed by Leeds City Council. The setting predominantly serves families from the local area. The accommodation comprises of three main play areas. There are separate units for children under two years, two to three years and three to five years. All children have access to their own specifically designed outdoor play area.

The setting is registered on the Early Years Register. The setting is registered for a maximum of 114 children under eight years. The nursery is open from 8.00am to 6pm each weekday for 52 weeks a year, excluding bank holidays. There are currently 95 children on roll. Of these, 46 are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. There are currently 41 members of staff of whom 39 are employed to work directly with the children. The majority of staff hold a recognised level 3 childcare qualification or equivalent. Ten of the staff are currently working towards degree level status. The setting employs a qualified teacher with Early Years Professional Status. The setting work in partnership with local nurseries, schools and childminders and they have achieved bronze level for the Stephen Lawrence Education Standard.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The care and education for all children is exceptional. The management team is inspirational, highly motivated and totally focused on delivering outstanding outcomes for children in their early years. Children enjoy a wonderful range of play and learning experiences and make significant progress in relation to their starting points. Inclusive practice is at the heart of the work and is exceptionally well promoted as each child's individuality is embraced and valued. The partnership arrangements are phenomenal and parents and carers are fully included in all aspects of the setting. Exemplary, ongoing self-evaluation ensures high quality and promotes continuous improvement.

What steps need to be taken to improve provision further?

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

- further enhance children's independence skills at meal times.

The effectiveness of leadership and management of the early years provision

The setting has exceptional systems in place for safeguarding children. They implement robust policies and procedures, which are clearly understood by staff and parents. The staff have a very secure understanding of safeguarding issues, they work together with parents and relevant agencies to protect children. Designated staff complete Local Safeguarding Children's Board training Levels 1 and 2 and they fully understand their responsibilities to safeguard children's welfare. The setting have also completed a safeguarding audit and achieved outstanding overall. Highly effective systems are in place for checking visitors and entry systems include an intercom, visitor's records and fob key entry systems. Detailed and daily risk assessments are undertaken of the premises before the children arrive and for each type of outing to minimise any risks to children.

The day-to-day organisation of the setting is excellent. The environment in each of the areas used enriches children's lives and subsequently children thrive in a highly stimulating environment. As well as the designated playrooms, children access a separate and fully equipped early years library room. The furniture, equipment and resources in all areas are of high quality and suitable for the ages of children to fully support their learning and development. Continuous play provision and free-flow access to well-equipped individual outdoor areas, from the three main playrooms, provides children with a varied range of experiences. Outcomes are clearly attributed to the excellent use of resources, including highly effective deployment of staff. The centre promotes excellent inclusive practice, with a very positive attitude and approach towards diversity. For example, projects on Black History month. The centre fully understands the needs of the local community they serve and undertake numerous projects to ensure diversity is at the heart of the work they do. Staff proactively support and embrace children with special educational needs and/or disabilities and children for whom English is an additional language. This positive approach is further reflected in the resources and activities available. For example, the use of the interpreting service, dual language books and incorporating language needs in short term planning. Staff work closely with parents, through the Special Educational Needs Coordinator, to ensure each child receives appropriate support at an early stage. Close liaison is developed with other childcare or health professionals, if required, to promote a consistent and well-informed approach.

The management team are highly motivated, focused, passionate and committed to improving opportunities for children and have a clear vision on really making a difference to the early years of children's development. The management team critically reflect on their practice and identify priorities for future development. They carry out a comprehensive program of staff appraisals to identify the training needs of staff and apply a programme of continuing professional development, targeted to improve outcomes for children. The process of self-evaluation is comprehensive. The setting shows strong commitment to continual improvement and subsequently improving the service they offer to the children. They have completed all previous recommendations around documentation on hygiene policies, supporting children during indoor and outdoor play, safety and

improvements around communication and mathematical thinking.

Partnerships with parents are outstanding. A wealth of information on the provision of early years services offered are made available, which offers parents an excellent overview of the children's centre. Home visits are arranged before a child starts, to introduce the key person to the child. Parents are encouraged to share valuable information about their child's likes, dislikes, family background, routines and starting points in their learning. This ensures each child's key person can help them to settle quickly and establishes a foundation for their future learning and development. Parents also provide valuable information in the development files through adding comments and pictures that identify their children's development. Some parents are active on the parent forum and parents are kept very well informed, through frequent discussions with the staff, parent meetings, informative notice boards and newsletters. The setting has given the utmost priority to enhancing the successful partnerships with other agencies. For example, they have established links with local schools, teachers, childminders, family support teams, speech and language therapists and a range of other professionals. Within the management structure there are systems in place to monitor the impact of these collaborative working agreements. This ensures a highly effective approach in meeting children's needs and ensuring the requirements of the Early Years Foundation Stage are exceeded.

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

Through the daily input of professional Early Years teaching support, all of the staff have a very good knowledge of the Early Years Foundation Stage. As a result children have outstanding support to learn, because staff fully use their expertise in observing and devising comprehensive planning for their future development. Adult interaction is highly appropriate at all times, giving children all the time they need to share their ideas and offering open and challenging questions. As a result, children are always interested, well motivated and fully absorbed in their play. Babies explore a very wide range of resources, including an excellent variety of media and objects in accessible trays and treasure baskets. Young children are fascinated as they excitedly investigate natural materials, including pans, wooden balls, pebbles and corn-flour. The babies thoroughly enjoy the sensory experiences as they investigate the different tactile materials and sounds. Babies relax in the soft play/sensory room and are taken out each day to move freely in the fresh air. Toddlers and older children have daily opportunities to choose to play in or out of doors where they are challenged by a wealth of resources. They have exciting, outdoor opportunities to be creative as they select their own mark-making materials, experiment with using red dye on pastas and using the role play to dress the dolls.

The nursery is enhanced by many vibrant displays of children's work that highly support their progress towards each early learning goal. There is an excellent balance of indoor and outdoor opportunities which encourage purposeful play. The local area provides opportunities to support children's learning of the wider

environment. For example, visit to parks, theatre and the Royal Armouries. Children gain excellent skills for the future in communication and literacy, problem solving and use of technology.

The planning and observation systems are highly effective as key persons closely observe each child's play and use this on a daily and weekly basis, to carefully plan to foster their next steps in learning. Excellent use is made of individual and small group support. Consistent monitoring of the assessments clearly shows that children are well challenged to make as much progress as they can, including those learning English as an additional language. This attention to children's needs and interests, enables staff to offer a rich and stimulating environment with an excellent, balanced range of adult and child-led activities, that encourage children to be active learners. This is further enhanced through the use of the 'Ferre Laevers' well-being scales.

Excellent arrangements are in place to promote children's welfare. Much care is taken over transitions so that children settle gradually into the next stage with personal support from their key workers. From a young age, children gain an excellent understanding about the importance of a healthy lifestyle and how to keep themselves safe. They enjoy being active and learn about the benefits of physical activity, remarking on body changes, such as becoming cold after entering the outdoor area. Children confidently discuss healthy habits such as consistent hygiene practices. For example, in the baby unit they learn to hold toothbrushes. Staff give high priority to children learning about how to keep themselves safe to encourage their developing independence. Children and babies thrive whilst they attend the setting, as they have access to healthy and nutritious meals and snacks. The menus are prepared in line with healthy eating guidance and are assessed by the community dietician. However, there are missed opportunities at meal times to further enhance the independence skills of the children, as the staff serve the children their food and drinks. The staff's positive strategies for managing behaviour are entirely effective and they work closely with parents to ensure a consistent approach. For example, the behaviour policy has been amended due to parental input. Overall, children are confident, very capable and display exceptional levels of high self-esteem, in an environment that provides outstanding commitment to ensuring children flourish.

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

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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

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