

# Rothwell Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	512423
<b>Inspection date</b>	11/07/2011
<b>Inspector</b>	Jane O'Callaghan

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<b>Type of setting</b>	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**

Rothwell Children's Centre at Rose Farm opened in 1985. It is situated in the Rothwell area of Leeds and adjoins Rose Farm Day Centre. It has three playrooms and associated facilities. Fully enclosed outdoor areas are available for play.

The centre is registered to care for a total of 50 children at any one time, all of whom may be in the early years age range. They currently have 97 children on roll, of whom 44 are in receipt of nursery education funding. The setting supports children with special educational needs and/or disabilities and those whose second language is English. The nursery is open from 8am until 6pm five days a week all year round, except Bank Holidays and five training days.

The centre has a total of 19 staff, including the manager, who work with the children. All staff hold relevant qualifications in childcare, some of which hold BA Honours and some staff are working towards further childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the setting and make good progress in their learning and development through the well-planned and worthwhile activities that they take part in. There are effective arrangements in place to ensure the children's health and safety. Relationships are warm and positive so that all children feel secure and develop confidence. Children take part in a good range of activities which are planned according to their individual interests and that promote awareness of diversity and inclusion. Strong leadership and management help to build an effective staff team who, along with the management, are the driving force behind the on going self-evaluation process. The setting works very closely with parents and other providers, helping to support all children's development and learning.

## **What steps need to be taken to improve provision further?**

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

- ensure that all profiles contain information to identify children's next steps in learning
- provide further opportunities for children to develop their independence.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding responsibilities are well understood. Staff are clear about the signs and symptoms that indicate abuse and are fully aware of the procedures to be followed should concerns arise. In addition, there is a designated person for safeguarding to ensure all staff have attended training, which is ongoing. This

protects children from potential harm. A full set of policies and procedures are in place and followed by the staff to ensure children's welfare is effectively safeguarded and promoted. Staff have all required checks carried out prior to them caring for children. A thorough record of risk assessments is in place to cover all aspects of the setting and is completed in line with the requirements of registration. Staff also carry out daily checks prior to children coming in to the setting, both inside and outside.

There is an enthusiastic staff team in place at the setting who work well together and support each other in their duties. They regularly attend training to learn new skills in order to improve outcomes for children. Efficient recruitment and induction procedures are in place to ensure that children are cared for by highly qualified staff. All staff are involved in the self-evaluation process. They are continually making improvements to the provision, particularly with regard to learning and development requirements. For example, in the baby room, they now have a lovely and easily accessible home corner, which they freely access.

Staff develop very trusting partnerships with parents and work closely with them to help children settle and promote their ongoing welfare. Parents are always welcome to stay and settle their children, and are encouraged to share valuable information about children's likes, dislikes, family backgrounds and routines. This ensures each child's key person can help them to settle quickly and establishes a firm and strong foundation for their future. Staff make time to talk to parents on a daily basis, keeping them fully informed about their child's day. Communication systems, including notice boards, social events, a parents forum, newsletters and a comments box, help to further strengthen partnerships. Links with other providers are extremely effective and promote the excellent integration of care and support for all children. Schools that children attend are encouraged to visit the setting prior to children leaving and strong transition procedures are in place.

Equality of opportunity and diversity are well promoted by staff. The setting supports children with additional needs and those who have English as a second language in a very positive manner. The nursery researches any information or further support needed and implements this immediately, ensuring full inclusion for all. Children have equal access to all of the activities and staff raise their awareness of different cultures and festivals, as well as the meaning attached to them. Staff ensure that children can access resources that promote all areas of equality and diversity, both in the wider world and also the community around them.

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

Children are very content and happy in the setting. They enter with enthusiasm and eagerly settle to play with a variety of interesting and imaginative toys and resources. All of the resources are freely available, giving children of all ages the opportunity to make choices and decisions about what they do. All children have free access to a well-resourced outdoor area, where they develop their physical skills. Children of all ages learn to balance on a variety of wooden beams, and

babies have great fun as they play in the flour. Toddlers sit in the sand and try to cover staff's feet and together talk about how soft the sand is. More able children develop their imagination as they make a pirate ship out of boxes and get very excited as they show staff the gold pieces of paper that are the treasure. All children learn about the environment around them, for example, as they grow vegetables, which they freely pick, wash and eat. They are encouraged to put vegetable waste into the compost and learn about the environment around them through topics about recycling. All areas of play have a good selection of books and the mobile library calls regularly, where children choose books to bring into the setting. Children are keen to listen to a story, and join in and repeat the story along with the staff. Babies sit with staff contently as they sing, using props of the animals as they copy the noises of a pig and a dog and all do the actions, receiving lots of praise. All of the rooms are beautifully decorated with lots of the children's artwork and posters.

Key persons complete children's profiles well and these contain lots of photographic evidence of many different activities. They all contain informative observations that are clearly linked with the learning goals and contain in-depth information from parents and carers about the children's starting points. However, children's next steps are not clearly identified. Parents have plenty of opportunities to access and to contribute to the profiles, both in writing and also with photographs of activities children have done at home and on holiday.

Children's safety is given priority; they are encouraged to consider and recognise potential risks and dangers through role play, topics and stories. For example, staff encourage children to walk within the setting and also regularly practise fire drills. Emergency services are brought into the setting to develop children's understanding of staying safe, both inside and outside of the nursery. Good hygiene practices are actively promoted and incorporated into the daily routines, for example, posters in the toilet area explaining why we wash hands. Snack and meal times are very sociable occasions when children talk and laugh with their friends and staff. More able children freely access the snack table where they choose fruit, cut it up, sit with their friends and help themselves to a drink. Meals are all cooked on the premises and the menu is displayed for parents to see. However, there are missed opportunities at these times for some children to develop their independence fully. Children feel safe as staff have loving and caring relationships with them. They form strong attachments to adults and other children within the setting. Children are polite, well behaved and learn to consider the needs of other people. The staff apply clear and consistent boundaries so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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