

Hunslet Children's Centre

Inspection report for early years provision

Unique reference number	512564
Inspection date	08/07/2011
Inspector	Paula Fretwell
Setting address	Whitfield Avenue, Hunslet, Leeds, West Yorkshire, LS10 2NR
Telephone number	0113 270 7001
Email	rylestone@leedseyc.demon.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hunslet Children's Centre daycare was originally registered in 1980. It is registered on the Early Years Register to care for up to 40 children in the early years age range and provides care for children up to the age of three years. There are 48 children on roll. The setting is open all year round from 8am until 6pm each day, apart from Monday when it closes at 4.30pm for staff training and planning.

The setting is housed in a purpose built, single storey building situated in the centre of Hunslet, South Leeds. The children have use of two areas, one for the babies and one for the two-and three-year-olds. There are two outdoor areas suitable for play.

There are a total of 13 members of staff, all of whom hold a relevant childcare qualification, including three staff qualified to degree level and a member of staff with Early Years Professional Status. There is also a designated cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and are very busy and happy in the welcoming, homely setting. Their welfare, learning and development requirements are mostly well met and there is strong emphasis on the nurturing and promoting of children's well-being. Practitioners demonstrate effective teamwork to provide personal care for each child and they value and promote positive partnerships with parents and others. Space is used effectively to create an enabling environment with good quality resources and continuous provision readily accessible to enable children to make progress in their learning and development. Effective systems are in place to evaluate and monitor the quality of the provision and this is an ongoing reflective process.

What steps need to be taken to improve provision further?

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

- ensure all risk assessments are reviewed regularly, showing when and by whom they have been checked
- include information from parents about what children know and can do as starting points for monitoring their progress
- ensure the routine for nappy changing prevents the spread of infection, such as by ensuring babies' hands are washed.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given high priority and the management team ensure staff are robustly recruited, vetted, trained and knowledgeable. Practitioners are committed to promoting children's safety and demonstrate high levels of confidence in the safeguarding procedures for reporting any concerns or allegations. Practitioners are vigilant about children's safety and security, they monitor who comes in and out of the setting and visitors are promptly recorded with their identity scrutinised. Clear procedures ensure children can only be collected by authorised adults. Children are learning to be safety conscious without being fearful and their environment is safe and supportive. Practitioners take good care to ensure the safety of toys, equipment and all areas where children play. Risk assessments show careful consideration of potential hazards, although, not all of these have been recently reviewed. The management team lead good practice by example, showing enthusiasm and being involved in all aspects of the children's care. Practitioners are motivated in their work with the children and they engage with them throughout the day, responding to their individual personalities, preferences and their unique qualities.

The environment is welcoming and attractive. Parents' information is meaningfully presented in the entrance and background music creates a relaxing atmosphere. Children fully utilise space, indoors and outdoors, making independent choices. The environment is organised to promote children's exploration and discovery. They freely investigate their surroundings indoors and outdoors and enjoy finding out what they can do. Displays of children's work and interesting objects are at low level to promote interaction. Practitioners are on-hand to facilitate children's choices and ensure support for individual children. Resources are of good quality and include a wide range of natural objects, as well as man made items.

Partnerships with parents are established gradually as children settle in at their own pace. Home visits are offered as part of the transition into the setting and this enables parents to build trust with their key person and exchange information central to their child's needs. Practitioners exchange regular information about children's well-being verbally and in daily diaries. Parents have the opportunity to meet with practitioners daily and at parents evenings and they feel welcome, well-informed and included. Parents express their views about the setting. They say they have every confidence in their child's key person and they feel comfortable to discuss any aspect of their child's care. Practitioners note down children's achievements as it happens and this informs planning for their further development. Their progress towards the early learning goals is recorded in their individual learning journeys which parents are welcome to see at anytime and at parents' evenings. Children's progress records are personalised and meaningful and offer a delightful illustration of how well practitioners know each child. They begin with 'all about me' information from home, although this does not include what children can do. Photographs as well as quotes from the children help to make this record unique. Parents say how much they value this and they are encouraged to contribute to this process. Partnerships with others are based upon children's individual needs and there are effective links with others, such as

professionals within the children's centre and the over-three's site. For example, children have opportunities to visit the over-three's prior to starting and practitioners visit children to get to know them in the setting.

Systems for evaluating the quality of the provision are effective and management illustrate examples of reflective practice within the self-evaluation form. The views of parents and children are actively sought and taken into consideration. For example, parents complete questionnaires and the setting responds to parents' requests, such as for further home visits prior to transition to the over-three's setting. The management team involves all staff in the self-evaluation process to ensure identified priorities are well-targeted to enhance outcomes for children.

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

Practitioners have warm and caring relationships with the children in their care and this enables each child to feel capable, confident and self-assured. Children's personal, social and emotional development is given high priority as a basis for them to learn and develop at their own pace. Plenty of reassurance, cuddles and one to one interaction gives children a sense of belonging and security. All children are given plenty of encouragement and support as they safely explore their environment, with strong emphasis on promoting their independence and self-care skills.

Babies' individual routines and personal preferences are considered well. The key person role is effectively deployed, with secondary back-up from a significant other practitioner. These key people skilfully identify and respond to babies' non-verbal cues and know when they feel tired, hungry or curious. Babies' rapidly increasing physical development is assisted by good organisation of equipment, enabling them to explore and move around at their own pace. Babies enjoy investigating a range of man-made and natural materials and there are plenty of sensory areas for them to explore.

Children engage in purposeful play and self-chosen challenges. The free-flow style of play enables them to be effective decision-makers and they persevere at activities of their own choice, with time to practise and reinforce their learning. Well-planned activities build upon children's interests. For example, children enjoy hiding in tents and dens and play imaginary games, such as looking for bears, or sit inside them to read a story together. The outdoor environment offers exciting challenges to all children as they use a good range of equipment and natural resources to inspire all areas of learning. Babies delight in picking up grass and clover, as well as throwing and kicking balls, making music with pots and pans and mark-making. They experience the fun of the rain as they splash in the puddles with their Wellington boots and float boats. Older children enjoy listening to the rain on the canopy and they go indoors to get their jackets on. Children explore textures, such as sand and water and practitioners are on-hand to enhance their knowledge by asking open questions and introducing mathematical language. Practitioners promote children's skills in communication and spend time speaking and listening with children. They use the 'every child a talker' programme to

enhance opportunities for children's language development. The 'conversation station' is effectively used as a base for talking and sharing ideas. Children know how to communicate with basic sign language and they use this along with their verbal skills at times within the routine, such as requesting 'more please' at snack time. Children talk about the weather and when it rains they know they need the sunshine to make a rainbow. They enjoy singing about the rain and they join in enthusiastically.

Children's good health is mostly promoted well and older children are beginning to understand the need to practise regular hand washing, independently managing their own needs in the bathroom. Children's personal care is managed by their key person and nappy changes provide lots of chance for conversation and positive interaction, such as counting and naming body parts. However, children's hands are not always washed after nappy changes and this does not fully promote good hygiene practice. The setting maintains a clean environment for all children and practitioners ensure children have individual bedding. Meals are nutritionally balanced and prepared by the designated cook, who knows each child's dietary needs. Children are learning where food comes from as they grow some vegetables in the garden. For example, they enjoy growing potatoes, washing them and having them for lunch. Meal times are relaxed, social occasions as children sit to the table with their peers and practitioners. Children are given plenty of time to eat and practitioners carefully observe what each child is eating. Snack times enable children to try new tastes, such as kiwi fruit. Children help themselves to drinks throughout the day, ensuring they are not thirsty.

Practitioners use consistent and effective strategies for managing children's behaviour, with emphasis on positive aspects and children's abilities, rather than unwanted behaviour. Simple reminders help children learn how to keep themselves safe, such as remembering to put shoes on to play outside. Good manners are encouraged and practised well, with practitioners setting a clear example for the children. For example, children say 'excuse me' to their friend when they want to get past. Praise and positive language is used meaningfully with children, helping them to feel valued and important and older children enjoy doing 'high five' claps with practitioners in recognition of something done well.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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