

Firthfields Early Years Centre

Inspection report for early years provision

Unique reference number	512419
Inspection date	11/08/2011
Inspector	Liz Whitehead
Setting address	Conisborough Lane, Garforth, Leeds, West Yorkshire, LS25 2LR
Telephone number	0113 232 0550
Email	
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*.

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Description of the setting

Firthfields Early Years Centre is one of many nurseries run by Leeds City Council and has been registered since 1989. It operates from a purpose-built nursery in Garforth, a suburb of Leeds. A number of outdoor play areas adjoin the premises. The nursery is open Monday to Friday from 8am to 6pm, except for one Wednesday a month when it closes at 4.30pm for staff training. The nursery is registered on the Early Years Register. A maximum of 50 children in the early years age group may attend the nursery at any one time. There are currently 76 children on roll. The nursery receives funding for three and four-year-old children and welcomes children with special educational needs or disabilities and children with English as an additional language. There are 15 members of staff working with the children, 13 of whom hold an appropriate early years qualification and one is working towards a qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff instinctively understand children's unique needs and support their care and learning effectively in partnership with parents. They provide a learning environment that promotes diversity, positive behaviour and that encourages children to make independent choices. Security of the premises and most of the required documentation being readily available generally safeguards children. Management and staff regularly reflect on their practice, are committed towards improving outcomes for children and have taken positive steps since the last inspection.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure documents are readily available for inspection, 25/08/2011
in particular records of risk assessments.
(Documentation)

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

- develop more robust systems to prevent unknown persons entering the premises.

The effectiveness of leadership and management of the early years provision

All staff have a sound awareness of safeguarding procedures and the symptoms of child abuse. This ensures that children are protected from harm. Staff ensure parents are fully informed about their responsibilities regarding safeguarding children in their care. All staff members have been appropriately vetted and receive a thorough induction to ensure they have suitable skills, qualifications and experience. Children are cared for within a safe environment as staff carry out daily checks in addition to conducting risk assessments to identify and minimise hazards. However, records of risk assessments are not always available for inspection. This is a breach of regulations. Staff accurately maintain a record of children, staff and visitor attendance and access to the premises is via a buzzer entry system. Despite a number of signs and notices being prominently displayed reminding adults to ensure the door is securely closed this is not always effective in enabling staff to monitor access to the premises. Staff are enthusiastic and work well as a team, with parents and other settings to ensure children are effectively supported and make good progress in their learning. Children are able to choose toys and activities that are effectively arranged to ensure that no-one is excluded. Furniture, equipment and resources are suitable for the ages of children that attend.

The nursery is well organised and staff develop flexible plans to provide children with enjoyable learning experiences. Staff embrace the Early Years Foundation Stage and use the documentation well in order to promote good practice. Clearly identified strengths and areas to develop ensure sustained improvement and enhance outcomes for children. In addition to addressing all actions and recommendations the nursery has made a number of changes. These include; caring for children in three age groups to provide more suitable challenges and activities, regularly reviewing planning and how children's development is recorded and removing a play deck to improve safety. Children have good opportunities to learn about diversity as they regularly access toys, books and celebrate a range of festivals and traditions. Although outings are limited, children learn about the local community through visits from the police, fire service, dental hygienist and other professionals. They know about sustainability and protecting the environment as they compost kitchen waste and sort paper for recycling.

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

Children are happy and settled in the nursery and they are making good progress in their learning and development. Staff interact well with children in their freely-chosen play and are warm and caring towards them. Staff plan effective routines and activities which take account of individual children's interests and choices. Children enjoy outdoor experiences and have a wonderful time as they jump in puddles and play in the mud. Staff actively encourage this through providing outdoor jump suits and wellington boots. Outdoor activities are available on a daily

basis and staff remain flexible as children move freely between the indoors and outdoors. This ensures a good balance of adult and child initiated activities. Staff know children well and actively plan the next steps in their learning through the recording of regular observations. They are in the process of further developing children's learning journals to include more evaluative information to further inform planning. Staff respond positively to children's interests and introduce activities that build on what children know and can do.

Children have regular access to activities that encourage and develop their skills such as problem solving and communication. Children understand that print carries meaning as they are cared for in an environment rich in words and labels. Staff encourage children to write their own menus and operate programmable toys where talk is used to anticipate or initiate what children will be doing. They participate in a wide range of craft and creative activities such as painting, collage and sand and water play. Children particularly enjoy painting their own bodies to create a large picture frieze. Staff manage children's behaviour well and in a way that is appropriate to their age and stage of development. Staff are positive role models and encourage good manners and spend much of their time praising and supporting the children. Behaviour management techniques promote children's confidence and self-esteem and they learn what is expected of them through the consistent and realistic boundaries set by the staff. Children are cooperative and play well together, forming strong relationships with each other.

Children feel safe and secure within the nursery environment due to the effective settling in procedure. This is tailored to individual family requirements and staff encourage children to bring familiar items from home to provide comfort to them. Children confidently approach staff and visitors asking questions and involving them in their games. Children feel good about themselves and make independent choices as they serve their own food and drink. Children's health and welfare are supported through a varied and balanced diet of healthy snacks and meals which are freshly prepared each day. Children gain an effective understanding about healthy food options as they grow their own vegetables, including beans and potatoes. Children have a good awareness of their own personal hygiene. Older children know and follow good hygiene procedures such as washing their hands before eating and after using the bathroom, sometimes with no prompting from staff. Young children are content and settled as their health, physical and dietary needs are met to a high standard. Children engage in a wide range of physical activities, both indoors and outdoors, to gain a secure understanding about the importance of physical exercise and children really enjoy music and movement sessions.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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

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