

Chickenley & Earlsheaton Children's Centre

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Chickenley and Earlsheaton Children's Centre is managed by Kirklees Early Years Service. It was registered in 2007 and operates from premises on the site of Chickenley Community Junior Infant and Nursery School in Dewsbury, Kirklees. There is integrated provision with the school Nursery class for the three- and four-year-olds. The setting is part of the Children's Centre.

A maximum of 70 children aged under eight years may attend the setting at any one time. The setting offers full day care and care for children before and after school. The setting is open each weekday from 8am to 6pm for 50 weeks of the year.

There are currently 38 children on roll all of whom are in the early years age range. Of these 16 are in receipt of funding for free early education. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, who work directly with the children. All of the staff hold a qualification at level 3 in early years. Children have access to an enclosed outdoor garden area. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure and enjoy their time in this welcoming, child-centred setting. They are making good progress towards the early learning goals because staff have an in-depth knowledge of each child's needs and interests. As a result children display extremely high levels of well-being, confidence and independence. Good arrangements are in place to ensure children's safety and welfare and staff have a clear awareness of safeguarding issues. Excellent partnerships with parents, carers and other early years professionals contribute significantly to inclusion and children's individual needs being met. Effective systems are in place to monitor and evaluate the provision, demonstrating a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further children's ability to recognise their own unique qualities and the characteristics that they share with other children.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective and all required recruitment and suitability checks have been carried out on staff. Staff update their safeguarding training regularly. As a result they know how to record any concerns and seek advice where necessary. Deployment of staff and supervision of children is effective, which ensures children's safety and well-being. Detailed risk assessments ensure all potential hazards are minimised providing a safe yet stimulating and challenging environment.

The leadership has a clear vision and commitment to continuous improvement through effective and secure systems of monitoring and evaluation. The development plan focuses on priorities identified through self-evaluation and takes account of available resources. All staff are involved and are strongly committed to improvements that will benefit the children. Parents, carers and children's views are sought and incorporated into the process.

Highly effective partnerships with parents and carers are established resulting in excellent engagement in their children's learning. The exceptionally effective key person system and induction procedure ensures excellent communication channels between the setting and home. Parents and carers enthusiastically contribute to the Beat Baby diary when he visits home. This information is used in the setting to plan for children's interests. Parents and carers value very highly what the staff do to support them and their children's learning and development. Staff are highly committed to working in partnership with others. The integrated provision with the school nursery class for three- and four-year-olds is effective because of the excellent partnerships that are in place. Children transfer to school smoothly because of the very strong links that are established with other schools.

There is a broad range of resources and activities which foster children's understanding of the world around them and promote inclusion, equality and diversity. However, activities to develop children's ability to recognise their own unique qualities and the characteristics that they share with other children have not been fully explored.

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

Children are enthusiastic learners and are developing good skills for the future. They demonstrate high levels of independence, confidence and self-esteem as they choose their own resources and initiate their own learning. They show very good dispositions and attitudes to learning as they join in a fun group sorting activity planned by an adult and listen attentively at story time in the nursery class. This is because the skilled staff plan an appropriate balance of child initiated and adult directed learning. They make sensitive observations and assessments of children's learning. The information is used well to monitor progress, plan next steps and

identify children at risk of delay in development. Children communicate well and are interested in books and mark making. The younger children enjoy singing number songs and rhymes. The older children count confidently as they play and use appropriate mathematical language. A nursery child rearranged the barrels and said "I've made a circle – how many can fit in?" They are interested in information and communication technology and use compact disc players and remote control toys. The younger children are interested in exploring push and pull toys. Consequently, children achieve well in relation to their starting points.

The excellent key person system and induction procedure is very effective in supporting children to settle into the setting and feel safe. As a result of this children demonstrate a very strong sense of belonging and are very confident to approach staff for help. The younger children readily seek comfort and support from the adults when they need it. This is because the skilful staff keep the children's needs at the forefront at all times. Children demonstrate a strong sense of responsibility as they tidy up.

Children make healthy choices at snack time from a variety of fruit. All children choose to be physically active in the outside area at some time in the session as there is free access to the garden. They demonstrate good balancing, climbing and crawling as they enjoy the wide range of toys in the large garden area. The staff make good use of opportunities as they arise to help children to be aware of good hygiene practices. A young child says "Germs all gone" as she washes her hands before lunch; an older child flushes the toilet and washes his hands without prompting.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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