

Cottingley Children's Centre

Inspection report for early years provision

Unique reference number

512404

Inspection date

17/10/2011

Inspector

Ingrid Szczerban

Setting address

Cottingley Drive, Cottingley, Leeds, West Yorkshire, LS11
0JP

Telephone number

0113 2771472

Email

jaynenorth@leeds.gov.uk

Type of setting

Childcare - Non-Domestic

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

Cottingley Children's Centre is one of Leeds City Council's children's centres. It was registered in 1992 and operates from two play rooms in a purpose built single storey building. It is situated in the Cottingley area of Leeds. A maximum of 40 children may attend the children's centre at any one time. There are currently 37 children on roll. This provision is registered by Ofsted on the Early Years Register.

The children's centre is open each weekday from 8am to 6pm all year round except for bank holidays and five trainings days per year. All children have access to secure outdoor play areas.

Children come from the local and surrounding areas. The children's centre currently supports a number of children with learning difficulties and disabilities, and children who speak English as an additional language.

The nursery employs 12 members of staff who work directly with the children. Of these, all have early years qualifications to level 3 and one is a qualified early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are robust systems in place to promote the welfare needs of children and good attention is given to meeting their learning and development requirements. Children take part in a wide range of activities and make good progress in all areas of learning. Relationships with parents, carers, and links with external agencies, are very good. Inclusive practice is promoted well and children are greatly valued and respected as individuals. The provider assesses the effectiveness of the setting well on the whole, and improvements are made. A good capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- develop systems to involve parents more fully in the self evaluation process.

The effectiveness of leadership and management of the early years provision

There are robust systems in place to promote the welfare needs of children. The staff team have undergone appropriate checks. They hold current first aid certificates, have completed training in safeguarding children and know how to deal with any concerns should the need arise. Visitors to the setting must identify

themselves via an intercom system to gain admission and sign in. Comprehensive written risk assessments are implemented most effectively to ensure that children remain safe and all potential hazards are minimised. For example, to prevent any risk of children leaving unsupervised there are double door handles which cannot be reached by children. Any accidents to children are recorded meticulously; in addition, a note is kept of any injuries which children have sustained at home.

Effective leadership and management results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage well. The staff are deployed effectively to meet the needs of children. Children safely choose their toys and resources which are all stored at their height, so they are autonomous and confident. All equipment used by the children is of high quality, suitably challenging and appropriate to their ages and stages of development.

Relationships with parents, carers, and links with external agencies are very good. Parents are very much partners in their child's learning. Daily diaries and chats with parents, as well as free access to their child's development record, builds on the continuity of care and learning for children between the settings. Parents spoken with during the inspection confirm their satisfaction with the service provided. Prior to admission the key person visits children at home. During this visit relevant information is shared and gathered.

Links with external agencies are successful in promoting very positive outcomes for children. These include visits from advisory teachers, the teachers from local schools, health visitors and speech therapists. There is a good commitment to inclusion. Children with learning difficulties are supported well and make good progress because the staff work closely together with parents and other professionals.

For instance, children with delayed language development benefit from a fortnightly language group which is run by staff members but is overseen by the speech and language therapist who visits regularly and gives feedback to staff on the work to be done within the group. High-quality displays and resources reflect the users of the setting and the wider world. The customs, music and food of all cultures are celebrated with children so they learn to value their own way of life and those of others.

Improvements to benefit children are made through predominantly effective self-evaluation. The manager and staff are involved in the process but parents are not yet included. The recommendations made at the last inspection are fully implemented to improve welfare arrangements. All minor accidents are recorded and suitable arrangements are made to cover if staff need to leave their rooms. The staff team has undertaken speech and language training and updated their child protection training. Home-learning sacks have been introduced for parents to use with their children and fortnightly speech development sessions are provided for specific children.

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

The children make good progress in their learning and development and there are effective systems in place to ensure that the six learning areas are consistently covered. Observations and evaluations are made by the children's key person. These include what children are interested in, what they are learning and their next steps for progression. Detailed information is gathered from parents before children start so that staff can plan suitable activities for them on admission.

Children are happy and settled in their warm relationships with staff. They learn to share and have friends they like to be with. Children receive plenty of praise from adults for their efforts and so they learn self-care skills, such as pushing back their sleeves before painting and feeding themselves well. Children are well behaved and receive good levels of support from the staff.

The children communicate effectively and staff foster this well through lots of conversation and singing with them. The staff play finger games, such as 'round and round the garden' with babies who giggle with delight. Many opportunities are provided for children to mark-make with a variety of media and so they learn good fine physical skills. For instance, the children use brushes to paint lines on paper. Labelling is prevalent throughout the playrooms and so children begin to learn that print carries meaning.

Children are keen to solve problems. They work out how to press buttons to open a till and activate the noises. Everyday situations are used by the staff to encourage children's awareness of numeracy, such as counting pieces of fruit and counting fingers. Children love to be active outdoors and learn about the world around them. They gather fallen leaves in a wheelbarrow and transport them along the wooded pathway. They climb up the steps and whoosh down the slide and display excellent balance and control over their bodies when they jump from one crate to another. Healthy, nutritious food is provided for children which includes fresh fruit and drinking water each day.

Creativity is highly valued by the staff and children gain a good sense of belonging in the setting because their art work and photographs of them engaged in activities are prominently displayed. The children use their imaginations well, for example they place a doll into a pretend cement mixer and push it around like a pram. Children learn well about keeping themselves safe. The staff support them as they play to teach them how to use equipment safely, such as the slide. At lunchtime the blinds on the window are drawn to protect babies' eyes from the glare of the sun. Good hygiene routines are well-established in everyday practice to protect children from any cross-infections.

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
--	-----