

Hunslet Children's Centre - St Mary's Site

Inspection report for early years provision

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Inspection date	08/11/2011
Inspector	Julie Kelly
Setting address	Hunslet St Mary's C of E Primary School, Church Street, Hunslet, Leeds, LS10 2QY
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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

Hunslet Children's Centre - St Mary's Site opened in September 2006 and is a satellite provision of Hunslet Children's Centre accommodated within Hunslet St. Mary's C of E Primary School in Hunslet, a suburb of Leeds. The provision serves the local community and surrounding areas.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 56 children from 3 to 8 years may attend at any one time. The provision opens each weekday from 8.30am to 11.30am and again from 12.15pm to 3.15pm Monday to Friday, term time only. The children share the environment with the reception class children from the school. All children share access to a secure outdoor play area.

There are currently 52 children on roll in the early years age group. Of these, 52 children receive funding for early education. The provision currently supports a number of children with learning difficulties and/or disabilities and children with English as an additional language.

The setting employs four members of staff. Of whom all hold a level 3 qualification in early years. The setting receives additional support from a qualified teacher who also holds the Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress towards the early learning goals in relation to their starting points. Highly effective systems exist to ensure their safety and health and encourage their involvement within the provision and the wider community. Excellent links with parents and carers help to involve them in their children's care and education, and they are kept exceptionally well informed of their children's progress. Leadership and management including the capacity for sustained improvement is outstanding. The whole staff team provide exemplary learning and development opportunities in this extremely inclusive setting, where each child is valued as an individual. They skillfully and imaginatively plan activities to meet children's specific needs and interests to enable all children to meet their full potential. Partnership working is outstanding and is a key strength of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- increase further opportunities for more able children to order two or three items by length or height and make comparisons, to further enhance their mathematical learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well through staff having a comprehensive working knowledge and understanding of their role in relation to child protection procedures. Children's safety and welfare is enhanced through extensive safety measures being implemented and extremely detailed risk assessments taking place to minimise hazards to children. The exceptionally comprehensive and robust recruitment procedures for staff ensure all relevant checks are completed and recorded and a full induction programme is carried out. Space and resources are meticulously organised both indoors and outdoors, to inspire children to move around freely and safely.

The manager is exceptionally successful in inspiring all adults to work towards long term ambitious targets. They set exceptionally high standards, which are embedded across all areas of the practice. Self-evaluation systems and rigorous monitoring of provision and practice ensure that an outstanding impact is made on the improvement of the provision. Equality and diversity is superbly promoted throughout the provision and is an integral part of its ethos. For example, children with English as an additional language are supported very well and rich and varied multi-cultural resources significantly enhance children's understanding of the wider community. Children with special educational needs and/or disabilities benefit greatly from the excellent partnership working with external agencies such as specialist support workers and speech therapists.

Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, outcomes in children's achievement and well-being for all children are exceptionally high. The environment both indoors and outdoors is managed very well and outcomes are clearly attributed to the excellent use of resources and the highly effective deployment of staff.

Staff work extremely closely with parents and carers to ensure continuity and consistency of care. Home visits take place prior to children starting at the setting enabling staff to gather relevant and detailed information about each child's needs, interests and development. This enables staff to provide an exceptionally inclusive, individualised service. A consistent two-way flow of information keeps parents and carers fully informed about their child's progress. Children's 'learning journeys' are shared with parents and carers on a regular basis and comments about their children's development are actively encouraged, valued and acted upon. Children are prepared very well for transition to school as the provision has established significantly close links with practitioners of the schools in the local area. Regular meetings are organised between members of staff to ensure progression and continuity of learning and development.

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

Children have excellent opportunities to access a wide and exciting variety of activities, which are often inspirational, rich and stimulating. For example, many activities are based around children's natural curiosity, such as investigating patterns in the environment. Staff use these interests very well to plan interesting and motivating experiences for both children's enjoyment and achievement in all areas of learning. Consequently, children demonstrate a real joy and enthusiasm for what is provided. Skilful and intuitive staff ensure that children's learning and development is further enhanced through sensitive and appropriate interaction. Staff are highly skilled and plan and provide a stimulating environment both indoors and outdoors. Consequently, children become active and creative learners as they independently use the arts and crafts area and busily create dens.

Children gain an exceptional understanding about the importance of a healthy lifestyle, for instance as they as they plant, grow, gather and eat vegetables and fruit from the garden area. They benefit greatly from the exceptionally well organised outdoor play space throughout the session. The staff team organise an excellent range of activities outdoors to enable children to extend and test their physical skills. Children demonstrate their agility and muscle control as they steer the wheeled toys and negotiate obstacles with precision.

Highly skilled, exceptionally experienced staff, place high priority on children being able to communicate effectively and provide a vast range of opportunities to develop their speaking and listening skills. Consequently, children become confident communicators. Many older and more able children know print carries meaning as they make sense of simple and familiar words. Children build excellent foundations for early literacy through making sense of visual signs and symbols and use an extensive range of opportunities to engage in mark making, drawing and modelling.

Children make very good progress in their problem solving, reasoning and numeracy development because staff give children high quality, meaningful experiences and a vast range of resources to use their skills of counting, matching and sorting. However, older and more able children have fewer opportunities to experience measuring length and height and making comparisons. Children benefit from a rich and varied range of opportunities to use information and communication technology to effectively support their learning.

Children's behaviour is exemplary. They are extremely polite and well mannered, and are developing excellent relationships with their peers and the staff. Children thoroughly enjoy their time at the setting and significantly benefit from interaction

with committed and dedicated staff. Close relationships with their assigned key person ensures that children feel safe, valued and develop a strong sense of security and emotional attachment. Staff guide and support children well. For example, children develop an exceptional understanding of how to keep themselves and others safe as they use a range of tools safely and learn to care for their environment and each other. All children are involved, busy and occupied with the wide range of opportunities on offer to them and develop excellent skills for the future within this exciting and extremely stimulating environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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