

# Glen Street Play Provision

Inspection report for early years provision

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226857

**Inspection date**

06/02/2012

**Inspector**

K.A. Bryan

**Setting address**

Glen Street, Leicester, Leicestershire, LE4 6NN

**Telephone number**

0116 2221020

**Email**

**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

Glen Street Play Provision opened in 1986 and operates from rooms on two floors within The Glen Street Rooms, which is a Leicester City Council building in the Belgrave area of the city. The first floor of the building is accessed by stairs and not currently used. The ground floor of the premises can be easily accessed by all children and there is a secure outdoor play area. Children come from the local community. The setting currently supports children with special educational needs and/or disabilities and all of the children speak English as an additional language.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 35 children under eight years at any one time, 26 of whom may be in the early years age range. There are currently 40 children aged from two to 12 years on roll, of whom 20 are within the early years age group. The setting is open each weekday throughout the year, except for bank holidays, offering various childcare sessions from 7.30am to 6pm. An out of school club opens each weekday from 3pm to 6pm during term time and each weekday during the school holidays from 7.30am to 6pm. The setting is in receipt of nursery education funding for some children.

The setting employs eight members of staff, all of whom hold appropriate early years qualifications, and two are working towards a level 5 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled because the staff know them as individuals and use this knowledge to provide activities which interest them. Staff also work appropriately with parents and some other professionals to help children from a range of backgrounds play well together. Staff make good use of planning and assessment to ensure children have a base on which to build future skills. Most policies and procedures are in place and are used appropriately to underpin the management of the nursery. Systems to monitor and evaluate the setting's performance are sound and the management team is beginning to use self-evaluation to drive improvements.

## What steps need to be taken to improve provision further?

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

- promote links between children's starting points and the areas of learning so their achievements can be built upon
- ensure that staff understand they must declare all changes to circumstances which may affect their suitability to work with children
- ensure that policies and procedures are updated so that parents and staff receive current information about the setting and operation

- ensure that arrangements are in place to liaise with other people who offer the Early Years Foundation Stage to children.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of their role in safeguarding children and some have attended training in this area. They are clear about how to report concerns, and a policy, which is shared with parents, shows how this is achieved. Children's safety is further enhanced as admittance to the building is via an intercom, and closed circuit television allows staff to see who is at the door. Recruitment procedures are generally robust, however, staff associations are not routinely checked to ensure children's safety is maximised. Staff undertake risk assessments regularly to ensure the environment and resources are safe, and topic work helps children understand how to look after themselves in the nursery and on trips. The nursery is welcoming with displays of children's work on the walls, which helps them to feel valued and raises their self-esteem. Free-flow around the nursery and to the outside also provides children with lots of opportunities to follow their interests. For example, as they move between the mark-making table and the cosy area.

All of the staff team are qualified and training is well supported at the setting; this ensures children are cared for by motivated and well-informed staff. The manager and staff strive to improve practice as they monitor and evaluate standards, and peer observations are used to help staff development. Actions raised at the previous inspection have been fully addressed and have had a positive effect on children's welfare; for example, staff have now attended safeguarding training. The manager understands that self-evaluation is a working document and is beginning to use this appropriately to identify areas for improvement, such as making transition arrangements to school more effective.

A positive equality and diversity policy underpins a commitment to promoting inclusive practice and this ensures all children achieve as well as they can. Sound working practices have been established with external agencies, which supports the inclusion of children with special educational needs and/or disabilities and ensures their needs are met. A sound range of policies and procedures are in place and are available for parents, however, these have not been updated which means written information may not be accurate. Staff are always available to speak to parents and meetings are in place so they can discuss their children's learning journeys. Parents spoken to express positive comments about the nursery and staff, and feel they are well informed about their children's progress. The nursery understands that arrangements have to be in place to work with others who deliver the Early Years Foundation Stage to children, however, this does not work effectively so consistency is not maintained.

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

Staff have a sound understanding of the Early Years Foundation Stage and they use this to promote children's learning in all areas. Observations are taken as children enjoy activities, and from these the next step in their learning is identified. Planning also contains some information about these, which helps children to receive an appropriate individual learning experience. Satisfactory use of assessments highlights any areas where children may need extra input in order to make expected progress. However, development is not supported as well as possible as starting points are not yet linked to the areas of learning.

The nursery is suitably resourced and the room is organised to provide children with opportunities to engage in a variety of activities. For example, areas are themed and most resources are at children's height so they can access them easily. Some older children happily select crayons to write their names and proudly show their efforts to staff. This promotes children's choice and independence. Warm relationships are in place between the staff and the children, who happily involve staff in their play. Children are confident communicators and use these skills well in circle time as they sing and welcome each other. Staff at the nursery have a wide range of languages, which helps children with English as an additional language to settle, and a visual timetable helps all children to become familiar with routines.

Children are eager learners and persevere in activities, for example, as they roll out 'pancakes' and flip these. Staff offer lots of praise for this which delights children and makes them feel valued. Children have opportunities to explore their community as trips include visits to a variety of shops and to the library. A local park is also used regularly and this has large equipment, such as swings and a climbing frame, which promotes physical challenges for children appropriately. A suitable range of activities promote children's awareness of the natural world, for example, as they grow flowers and use a magnifying glass to hunt for objects. They also learn about sustainability as they use their imagination to make cars and garages out of recyclable materials.

Children have a secure understanding of hygiene procedures and understand why they wash their hands, they also use liquid soap and hand dryers so cross-contamination is reduced effectively. Children learn about healthy eating as they make wraps and grow cress, and topic work helps them focus on fruit and vegetables. At present, the nursery only provides snacks and children bring packed lunches. Staff work well to help children learn about the needs of others as they acknowledge a range of festivals, such as Diwali and Shrove Tuesday. Activities, such as Rangoli patterns and food tasting, also increase children's enjoyment and understanding of the wider world. Children behave well and are learning to work together because they understand simple rules, such as having kind hands. They also cooperate well as they make large pictures using leaves and objects they have collected from outside. Overall, children are developing a satisfactory range of skills to build on for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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