

Burley Park Children's Centre Daycare

Inspection report for early years provision

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Inspector Hayley Gardiner

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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*.

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Description of the setting

Burley Park Children's Centre re registered as a Children's Centre in 2006, and was previously registered for 30 years. The Children's Centre is one of many, which are run by Leeds City Council They are registered on the Early Years Register. A maximum of 68 children may attend at any one time and there are currently 88 children on roll who attend for various sessions. The provision operates from three rooms within a one storey purpose built building in Burley, Leeds. The children's centre serves families from the local community and surrounding areas.

The children's centre is open five days a week, Monday to Friday from 8am until to 6pm all year round, with the exception of staff training days and bank holidays. The children have access to an enclosed outdoor play area. The setting supports children with special educational needs and disabilities and children who speak English as an additional language. There are 23 members of staff who work directly with the children, most of whom hold appropriate childcare qualifications. The setting is supported by a senior management team and the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good arrangements are in place to ensure that all children are safeguarded and well protected with most documentation, policies and procedures complying with regulations to promote children's welfare. All children make significant gains in their learning and development as dedicated staff support children exceptionally well. Staff work exceedingly well with parents, other providers and external agencies to make sure that individual needs of each child are fully met. Overall the setting is motivated in promoting equality and diversity and there is an inclusive and welcoming atmosphere throughout the setting. The manager and leaders reflect on practice and use the self-evaluation tool very well to promote further developments in the future.

What steps need to be taken to improve provision further?

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

- ensure parental permission is obtained to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 30/03/2012

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

- plan further opportunities for children to explore differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues that challenge children's thinking and help them to embrace diversity.

The effectiveness of leadership and management of the early years provision

The procedures in place to safeguard children are very good ensuring high priority is given to promoting children's welfare. Staff members are employed following robust recruitment procedures with a clear induction process and training. Records that support the effective management of the setting and ensure the safety of children are appropriately kept however the wording of the parental permission for the consent of medication does not comply with statutory requirements. Written risk assessments are comprehensive for all areas of the provision, indoors, outdoors and for outings. This minimises hazards to children and protects them further. The environment is well organised and accessible to all children, they move around the provision freely and confidently.

Partnerships with parents are consistently very good. Parents comment positively about the support their child receives from the staff. The staff members readily share all relevant information with parents to develop their child's learning and welfare. Parents are encouraged to contribute to their child's learning regularly. Some of the information for parents is displayed throughout the setting including photographs and pictures. The setting operates a 'Lilly pad library' where parents can take books home on loan to look at with their children. Staff work extremely well with other professionals from external agencies, children with additional needs are superbly well provided for, with high-quality interventions and rapid referrals. They benefit from the close working relationships with the area Special Educational Needs Coordinator, speech and language therapists, health visitors and other professionals. The setting has effective relationships with the local school and teaching staff to ease the transition period for children and parents.

The staff promotes equality and diversity well and all children are seen as individuals. Staff obtain information about children, for example dietary requirements and personal routines, to ensure their needs are fully met and all children are fully involved in the life of the setting. Parents are encouraged to speak their own language and to teach staff key words and phrases to use with the children. The setting celebrates various festivals. For example, Christmas's around the world mini project; however, the setting has fewer positive images and resources to challenge children's thinking about diversity.

The monitoring and evaluations systems for the provision are a good standard and staff have met the recommendations from the last inspection, resulting in positive outcomes for children. In addition staff members regularly update their knowledge and access training courses. Staff benefit from a programme of continuous development which secures improvements in their practice.

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

The staff team have an extremely good knowledge of the learning and development requirements of the Early Years Foundation Stage. They take very good account of children's individual interests and clearly identify the next steps in their development. Subsequently, all children progress consistently very well in relation to their starting points. Children enjoy being in the setting and they are secure in the environment and know the routines. They demonstrate a sense of belonging to the setting and have good relationships with key adults; babies are very settled and show strong, positive attachments to the familiar adults who meet their care needs. All children are comfortable in their routines and display high levels of confidence and self-esteem.

Most of the older children serve themselves at meals times, pour their drinks and make healthy choices of food. Meals are of high quality and all dietary requirements are very well catered for. Children show good awareness of being healthy and participate in preparing the tables for lunch; they collect the fresh drinking water and carry it back to the table unaided. Children adopt good personal hygiene routines and understand the importance of washing hands before meals and after using the toilet. The younger children are content and settled because their health, physical and dietary requirements are well met. Physical play and fresh air is a large part of the daily routine. The setting has a 'tooth brushing bus' and 'bin the bottle' project in place, following the visit from the oral hygiene nurse.

Babies excitedly enjoy sensory experiences, such as, the bubble tube and sand play; they access toys that make a noise to encourage exploration. Older children are developing many skills that will contribute to their future economic well-being. For example, an interactive white board which significantly enhances children's enjoyment of information and communication technology. Children access the computer and the camera freely developing their knowledge and understanding very well.

Staff move in and out of children's play to support and challenge them. Children develop their communication skills very well and the staff build up the children's vocabulary to ensure that children know what new words mean. Children also take part in letter and sound activities to develop their skills further. They express their ideas and comments at story and quiet time. Staff encourage mathematical language by counting in free play and using words such as 'more', 'bigger' and 'smaller' throughout the session. The planning system is based around the children's interests and needs so that they become active learners and consistently interested and motivated to learn. Children access opportunities to learn about the world we live in and the setting promotes knowledge and understanding by having baking sessions, role play and play dough activities.

Staff engage very well with all children to help them understand their thoughts, ideas and feelings. They continually speak and listen to the children and staff use Makaton as a signing system so children with hearing impairments can also

participate. Children behave well and overall will play in harmony and cooperatively but are also content to play alone. Children show care and concern for each other, for example when a child falls over another child responds with kind words and encourages them to get up and get help. Children also move obstacles out of their path way and negotiate space whilst playing in the outdoor provision, this means that children build their understanding of how to minimise risks for themselves.

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	1
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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