

# Richmond Hill Children's Centre Daycare

Inspection report for early years provision

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<b>Inspector</b>	Christine Walker

<b>Setting address</b>	Walter Crescent, Cross Green, Leeds, West Yorkshire, LS9 8NG
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<b>Type of setting</b>	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**

Richmond Hill Children's Centre is one of the nurseries run by Leeds City Council. It registered in 1984 and operates from a purpose-built building. It is situated in the Richmond Hill and Cross Green area of Leeds. There are two rooms in which children are based depending on their age. The nursery is accessible to all children and there are fully enclosed areas available for outdoor play.

A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm throughout the year except for bank holidays. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children are able to attend for a variety of sessions. There are currently 79 children aged from six months to under 5 years on roll. Children come from a wide catchment area and a large proportion of the children speak English as an additional language. The nursery supports children with special educational needs and/or disabilities and has procedures in place to support children who speak English as an additional language. The nursery receives funding to provide free early education to children aged two, three and four.

The nursery employs 20 staff, 13 of whom work directly with the children and hold recognised early year's qualifications. A qualified nursery teacher works directly with the children and staff. One member of staff is working towards a relevant degree and two are working towards a level 3 qualification. A number of ancillary staff also supports the setting.

The setting has been awarded the Stephen Lawrence Award, celebrating the nurseries achievement to race equality and a 'five star rating' for their food hygiene standards by the Environmental Health Officer.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle well in this very friendly and welcoming setting. Outcomes for all children in the Early Years Foundation Stage are generally good. Children are very curious, confident and motivated as they access choices in a stimulating and challenging environment. All children receive good levels of care because the enthusiastic and well-qualified staff team work closely with individual children and their families. Inclusion is given excellent priority and successful partnerships between parents and other agencies ensure that children's needs are very well met and their protection assured. The management team and practitioners work successfully together to secure continuous improvement as they reflect upon their practice and identify aspects for development.

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

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

- enhance children's experiences by planning an outdoor environment that is rich in signs, symbols, notices, numbers and words that take into account their differing interests, understandings, home backgrounds and cultures
- continue to develop the use of other languages in displays containing text
- continue to develop planning to incorporate long term plans as part of the continuous play provision.

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

Practitioners have a robust approach to keeping children safe and safeguarding children is given priority. Practitioners demonstrate an excellent understanding of safeguarding procedures. Children's health and safety is enhanced by the consistent implementation of policies, procedures and practices. These include effective recruitment and vetting procedures and comprehensive risk assessments covering all aspects of the premises. Effective security measures are in place, with intercom access to the building. All visitors are scrutinised before entering the building. Required documentation is in place and organised effectively to ensure confidentiality. Positive outcomes for children are attributed to the excellent use of space, access to resources, a balance between indoor and outdoor play and rigorous monitoring of children's attainment.

The setting is effectively led and managed by the management team who are good role models and encourage a culture of reflective practice throughout the nursery. Practitioners work very well as a team; they are well qualified, motivated and committed to providing good support for children in their care. Professional development is well established and training needs addressed. The setting constantly evaluates its practice and demonstrates a strong commitment to continuous improvement. This is done through the self-evaluation process.

The setting has positive relationships with parents and carers. They are provided with a range of information about the nursery including information about safeguarding children. The well-resourced parent's area contains a wealth of information leaflets and a children's library. Parents are kept well-informed about their child's progress, achievements and daily experiences. A key person leads the assessment and planning in close liaison with the nursery teacher and parents to ensure individual children's welfare, learning and development needs are met.

Staff liaise very closely with parents, other professionals and outside agencies to ensure each child gets the support they need at any early stage to achieve their full potential. There are effective systems in place to support children who speak English as an additional language and children learn to appreciate diversity and take into account different needs and backgrounds of others. They take part in a wide range of activities and experiences and use resources which reflect positive images of culture, gender and disability.

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

The setting provides an ethos where children are warmly welcomed and each child is valued and respected. The day is organised to meet children's needs and good attention is given to the individual routines and care needs of babies and younger children. As a result they develop a strong sense of security through close and caring contact with practitioners who know them well. Children are eager to attend this welcoming and friendly setting. The good organisation of the educational programme reflects varied and imaginative experiences. Practitioners work well together to promote children's learning in a calm unhurried atmosphere. As a result, children make very good progress in all aspects of their learning and development in relation to their starting points and capabilities. Planning takes into account children's interests and play preferences. Detailed observations and assessments provide a clear insight into children's progress and achievements. Weekly planning takes into account children's next steps and is successfully evaluated, however, long term planning for the areas play are not yet in use. Children have an individual development file which is used to record their progress. These are available in the nursery for parents to read.

Children are happy, highly motivated and interested in the broad range of activities, choosing what they want to do. They learn to think and understand for themselves supported by practitioner's open questions and a good balance of adult-led and child-initiated activities. All children show high levels of independence, curiosity, imagination and concentration and clearly have a superb time. Good emphasis is placed on their personal, emotional and social development. They quickly develop good social skills and a positive disposition to learn. Consistent, positive interactions help children to feel secure. A strong emphasis is placed on developing children's communication, language and literacy skills. Practitioners use a range of structured activities and monitoring systems to ensure children make good progress in this aspect of their learning. Makaton signs are displayed and used throughout the nursery and these effectively enhance children's communication skills. Displays promote pride in children's work and are accompanied by well thought out text; however, there is limited use of text in other languages to support children who speak English as an additional language.

All children including babies have opportunities to practice mark making using a wide range of media. For example, painting onto paper taped onto the floor or making party hats outside. Children's understanding of numbers and problem solving skills are enhanced through a range of activities. They take part in counting songs, matching and threading activities and constructing using a range of building bricks. Children learn about the wider society, different festivals and celebrations through planned activities. They make Chinese lanterns as part of their celebrations for Chinese New Year and older children learn 'Frere Jacques' a favourite song of the children who speak French as their first language.

Emphasis is placed on play and learning in the outdoor areas and the nursery operates a free flow system so children can choose where to play. They are able to use climbing and balancing equipment, enjoy riding bikes or make 'buns' with

compost in the home corner. However, the range of signs, symbols, notices and words in the outdoor environment is less well developed. Babies and younger children have excellent opportunities to explore a wide range of resources in their own way. They love to delve into treasure baskets and sensory boxes and work out how to use electronic resources. They sit in the sensory area examining resources, such as beads and metal bowls.

Children's understanding of healthy lifestyles is significantly enhanced. They know that fresh fruit and vegetables make you big and strong. They are confident in their personal hygiene and understand the importance of washing their hands before snack and meal times. Meal times are social occasions in key person groups. Younger children are encouraged to feed themselves developing their independence. Children's dietary needs are well met, they enjoy healthy and nutritious snacks and freshly cooked meals. Practitioners are skilled in their management of children and their behaviour. Consequently, children demonstrate positive behaviour. They help tidy away toys, are kind to each other and learn to share both space and resources. Children have a good understanding of how to keep themselves safe by practising the emergency evacuation procedures. Children are developing first class skills 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	2
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