

Hawksworth Wood Children's Centre Daycare

Inspection report for early years provision

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Inspection date	27/03/2012
Inspector	Ingrid Szczerban
Setting address	Broadway Building, Hawksworth Wood Primary School, Broadway, Kirkstall, Leeds, West Yorkshire, LS5 3PS
Telephone number	0113 2590173
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

Hawksworth Wood Children's Centre was registered in 2005. It is one of a number of provisions run by Leeds City Council and is situated within the grounds of Hawksworth Wood Primary School in Leeds. It serves children from local and surrounding areas. Children are cared for in two play rooms and adjacent outdoor play areas. There is disabled access throughout.

The nursery is open each weekday from 8am to 6pm throughout the year except for bank holidays and training days. A maximum number of 84 children may attend at any one time and there are currently 90 children up to the age of five years on roll. This provision is registered by Ofsted on the Early Years Register, and the compulsory part of the Childcare Register.

The nursery funded education for three- and four-year-olds and supports a number of children with special educational needs, disabilities and those with English as an additional language.

There are currently 20 staff working with the children, of these, 17 hold early years qualifications to level 3, and seven have Early Years Degrees.

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 predominantly 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 and carers are good, and links with external agencies are outstanding. Inclusive practice is promoted well and children are greatly valued and respected as individuals. The provider assesses the effectiveness of the setting well 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:

- improve further the social skills of the more able children, for instance by teaching them how to use knives and forks at mealtimes
- review and improve the location of the children's computer in the pre-school room so that they can clearly see the screen.

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. 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.

Relationships with parents and carers are good. The staff talk to parents everyday and their child's development record is freely accessible so that learning such as potty training is shared between the settings. Some of the parents choose to attend family learning sessions where they play alongside their child and, with staff support, they extend learning following their child's interests. Partnerships with external agencies are outstanding. The individual health, learning and welfare needs of children are supported exceedingly well. Regular meetings with professionals, such as health workers, social workers, speech and language therapists and physiotherapists ensures that children with specific needs are helped to achieve their maximum potential.

Through efficient self-evaluation improvements are made. The whole staff team, the parents and children are involved in the process. The recommendations made at the last inspection are fully implemented, thereby improving children's welfare and development. Documentation relating to medication and complaints now includes all the required elements. The audio equipment used by children is now suitable and numerous improvements have been made to make the book area more attractive to children. The outdoor play areas now contain many opportunities for children to be physically active and paints and books are also freely accessible to them. Ongoing training for staff is encouraged which directly benefits children. For example, the staff use Makaton sign language everyday during singing sessions to foster good communication with children, especially the babies and those children using English as a second language. All children now brush their teeth, they have access to vitamins and a healthy eating programme

has been introduced.

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 at home visits 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. Babies are cuddled as they are fed their milk and are cradled to sleep in the arms of the staff. They learn to share and have friends they like to be with. Children receive plenty of praise from adults for their efforts and learn self care skills, such as putting on aprons before painting and feeding themselves. However, more able children are not always given the opportunity to learn how to use a knife and fork at meal times. Children are well behaved and receive good levels of support from the staff.

Effective practices are employed to ensure that children learn how to keep themselves safe. For example, children are reminded not to climb on top of the planters in the garden. They learn about fire safety because the drill is practised on a regular basis. Children learn well about caring for their environment and respecting equipment and eagerly help with tidying away. Children practise good oral hygiene because tooth brushing is part of the daily routine. Children learn about the harmful effects of the sun and wear hats and protective cream in warm weather.

Counting and calculation are very much part of everyday activities so that children are confident in using numbers. Communication is promoted well by the staff. Singing and story times are daily features of the routine and many props, such as laminated cards and soft toys are used to support this. So children build on their concentration skills and become confident speakers. Children learn very well about the natural world. They help to make seed cakes for birds and watch them through binoculars. They have audio equipment and a computer to further their understanding of technology. However, the computer was not used by children at the time of the inspection. It is located next to the window and the sun prevents them from being able to see the screen clearly.

Creativity is valued by adults who display children's art work prominently. They also write the child's name on their creation which increases children's self-esteem and teaches them that print carries meaning. Children love playing in the sand and water and painting; they show good levels of concentration in these activities. Active, healthy lifestyles are promoted well. The children have free access to outdoors where they use climbing and balancing equipment and wheeled toys with confidence and control. The majority of children eat with a good appetite and

enjoy roast chicken with peas, broccoli, mashed potatoes and gravy, followed by sponge cake and custard.

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	2

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	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

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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