

Meadowfield Children's Centre

Meadowfield Primary School, Halton Moor Avenue, LEEDS, LS9 0JY

Inspection date

Previous inspection date

28/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- All children are making good individual progress in their learning and development because staff regularly observe them during play and plan their individual next steps.
- Children are developing their imaginations well because staff provide a range of resources to enable children to engage in a variety of role play situations.
- Staff are well supported in the setting because the management team listens to their views, facilitates regular team meetings and supports them to access a range of training courses.
- Partnerships with parents are strong because staff listen to their suggestions and involve them in their child's learning.

It is not yet outstanding because

- There is scope to enhance the indoor and outdoor environments in order to further support children's early literacy skills.
- There are further opportunities to extend children's creative ideas in order to enhance their thinking skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children in the base rooms currently in operation.
- The inspector completed a joint observation with the deputy manager of the setting.
- The inspector held meetings with the manager, the deputy manager and two parents.
- A range of documents were inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, staff and parent feedback from meetings and events, training certificates and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Meadowfield Children's Centre was registered in 2012 on the Early Years Register. It is situated in purpose-built premises in the grounds of Meadowfield Primary School in the Halton area of Leeds. The setting serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play.

The setting employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status. The setting opens Monday to Friday all year round, except for a week at Christmas, and sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 38 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the environment further, for example, by displaying a range of print to support children to learn about words, such as names, signs and posters
- extend children's ideas further by consistently asking a range of open-ended questions in order to develop their thinking skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children are making good individual progress from their starting points. This is because staff regularly observe them during play and consistently plan their next steps to support their individual learning and development. Each child's key person knows them well and is able to plan activities and learning opportunities that excite children and motivate them to learn. For example, children are supported by staff when playing in the sand to bury plastic animals, and critically think to how they are going to cover all the objects. Children work together in a team, scooping up sand from one end of the tray and supporting each other to compact it to reach their desired outcome. This shows children are developing skills to work together and find solutions to their problems, which will help them in the future.

Children access a good range of resources to promote their imaginations. For instance, they arrange a blanket and pretend to have a picnic. All children are invited to the picnic

and they have a range of foods and crockery to play with. Younger children pretend to feed the staff and bang the pots and pans together, experimenting with the noises they are creating. Children enjoy the den where they role play being families, making meals and helping the children of the family to go to bed. This shows children's ability to relate pretend play to real-life experiences. Staff sit close by and support children well. However, there is scope to further enhance children's ideas by consistently asking a range of open-ended questions in order to support their thinking skills.

Children are developing their social skills well. They clearly enjoy playing with their friends and are developing skills that will support them in their next stage of learning. For example, they listen to instructions and enjoy sitting in small groups to sing songs. Children's communication skills are developing well because staff talk to them as they play and use soft tones as they interact with babies. A range of books are available for all children to easily access. However, there are fewer opportunities for children to see the written word in both the indoor and outdoor environments in order to enrich their early literacy skills.

Parents are very involved in children's learning and development. Staff organise stay and play sessions as well as holding regular consultation evenings to discuss individual children's progress. In addition, newsletters, story bags and activity packs containing art materials are available for parents to take home to enjoy with their children. Partnerships with parents are strong and at the heart of the setting, which means children are consistently supported between home and the setting.

The contribution of the early years provision to the well-being of children

All children are very well settled in the setting and have formed good attachments to staff. The key person system is well embedded and each key person has a 'buddy' to cover in their absence, who knows about each child's routine and needs. This means all children's welfare needs are consistently well met. Children are supported to settle into the setting through a gradual process, which includes home visits made by staff to meet children in their home environment. Home visits allow staff time to get to know the child's family and learn about the individual needs of each child. An 'all about me' form is completed at registration, and this supports staff to know what children can do and their routines. During the transition period to the next room, up-to-date information is given to the child's new key person. Transitioning to the next room is done with the support of both the parents and the child's current key person, who accompanies the child until they are settled. This supports children to become confident and meets their individual needs well.

Children are well behaved in the setting because staff understand the importance of role modelling desired behaviour and using praise to promote positive behaviour. Children are aware of the rules and boundaries, and staff gently remind them of how to stay safe. In addition, staff support children to understand dangers and allow them to take appropriate risks to develop their skills. For example, children are taught how to use scissors safely and are able to test their physical skills as they climb the apparatus outside and roll down the hill in the garden. These well-supervised risks allow children to learn about dangers and how to keep themselves safe.

Children are developing a good understanding of how to lead healthy lifestyles. For example, they have created a display of healthy meals and enjoy sitting with staff at mealtimes as they share social conversation and eat the same food. This supports children to try new, healthy food and understand the importance of good manners. Children independently wash their hands and manage their care needs well in relation to their age. Older children support younger children with tasks, and friendships are developing well. This supports children to develop their social skills. Furthermore, children access the outdoor area where they ride on large toys to practise their coordination skills and develop their large muscles. Regular fresh air and space to move around at speed enable children to develop healthy practices.

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

Children are safeguarded well in the setting because all staff are fully aware of their roles and responsibilities to keep children safe. All staff have attended safeguarding training as well as additional courses to further their knowledge and understanding of the different types of abuse. Staff are aware of the procedure to follow should they have a concern about a child's welfare, and the manager refreshes her training annually to ensure she has the most up-to-date information. All staff are subject to a robust recruitment procedure, including obtaining Disclosure and Service Barring checks to ensure they are suitable to work with children, and completing a comprehensive induction. In addition, the premises are safe and secure with keypad entry systems and closed-circuit television. This means staff are aware of all people entering the premises.

There is a clear programme for development in the setting and staff work together to ensure there is continuous improvement. They have worked together on the self-evaluation document and are aware of the setting's strengths and areas for development. Following meetings and events, staff ask parents for feedback and take their views seriously. For example, following a picnic, the setting have purchased a gazebo to ensure children have shade when they are playing outside. Staff are fully included in the development of the setting and have recently worked with the management team to introduce a new planning system. This has been closely monitored by the management team to ensure that all children are individually planned for and making good progress from their starting points. Staff reflect on their practice at regular staff meetings, and appraisals enable the management team and staff to identify training courses that will strengthen their knowledge and skills. This means staff are continuously striving to be better and taking positive steps to develop the service for children and parents.

Partnerships with parents are strong, and they are very complimentary about the staff. They are pleased that their children enjoy their time at the setting and comment that their children have made lots of friends. Parents feel listened to and state that staff are very helpful. Partnerships with other outside agencies are been established, including the local schools. This means a wealth of professionals are able to work together to ensure children have a good start in life.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY451212
Local authority	Leeds
Inspection number	893709
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	38
Name of provider	Meadowfield Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01133 368010

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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