

New Bewerley Children's Centre Daycare

New Bewerley Community School, Bismarck Drive, Beeston, Leeds, LS11 6TB

Inspection date	07/08/2013
Previous inspection date	14/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide a good range of learning opportunities and through comprehensive monitoring and assessment ensure children are making very good progress, whatever their starting points.
- The excellent inclusive ethos of the nursery promotes respect for other cultures and communities within the area, and all parents and families are welcome and can be involved.
- Staff manage transitions very well. The children settle quickly into the nursery, progress confidently from room-to-room and are then well prepared for their move on to school.
- Secure arrangements are in place to enable children to settle in the nursery and for their parents to become an integral part of their learning and development from the beginning.

It is not yet outstanding because

- There is still scope to further enhance children's language and communication skills in the outside area.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the areas of the premises and the outside area used by the setting.
- The inspector looked at risk assessments, daily safety checks, policies and procedures and information about some children.
- The inspector observed the children and their interaction with staff and their peers.
- The inspector made a joint observation with the deputy manager and discussed the activity and children they watched.
- The inspector took account of the views of parents and children, both through discussion and documentation.

Inspector

Rosemary Beyer

Full Report

Information about the setting

New Bewerley Children's Centre Daycare was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the grounds of New Bewerley Community School in the Beeston area of Leeds. It is part of the Leeds City Council Childcare service and is managed by a local manager. The nursery serves the local area and is accessible to all children. It operates from three playrooms and a sensory room. There is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including one member of staff with Qualified Teacher Status. There are also two members of staff who hold childcare qualifications at level 2.

The nursery opens Monday to Friday, from 8am until 6pm, all year round apart from bank holidays and training days. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- expand the existing good opportunities to promote children's communication and language skills inside, for example, by introducing more displays, labels and signs in the outside space.

Inspection judgements

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

Staff provide an excellent range of activities and resources to promote children's learning across all the seven areas. They use precise, individual planning to support all children and therefore ensure they make very good progress. The home visits and observations they make during the settling in period provide them with clearly identified starting points for each child. Staff ensure all children receive the best possible support whatever their needs. They work closely with outside agencies, providing activities they suggest to enhance children's progress. They also enable children who speak English as an additional

language to develop excellent communication skills. They provide opportunities for them to use and see their home language in the nursery, with books, labels and signs displayed. For those with no language, pictures and signs are used to help children make their views and needs known.

Staff also have excellent relationships with other providers which ensures consistency of care and enables children to consolidate their learning elsewhere. Parents are encouraged to participate in their children's learning by visiting the nursery and by providing opportunities for activities at home. The newsletters and notices give information about future activities in the nursery and ideas for parents to enhance their children's learning. For example, some children have difficulty threading and parents support their children by providing laces and cardboard shapes to increase their manual dexterity.

Staff provide a carefully observed record of children's development through their learning journals. They make regular observations and identify the next steps needed to promote their learning. Tracking ensures the children's progress is precisely monitored, and any achievements or concerns identified. This ensures children are able to make very good progress across all the areas of learning. Staff are very conscious of the need to provide children with a secure foundation for their future learning. They put particular emphasis on children's physical, personal, social and emotional development, and their communication and language skills in order to prepare them for the transition to school.

During the inspection children demonstrate confidence in speaking to visitors and readily discuss what they are doing and why. For example, watering their vegetables is a highly popular activity and children explain that they grow potatoes, beans and peas, as well as strawberries and potatoes. They then discuss what their plants need to grow, and how good they taste when harvested.

Staff use the outside space to great effect in supporting all children to develop their physical skills and understanding of the world. They take account of how children learn, and provide resources to meet their needs. Clip boards enable them to record how they count vegetables and measure their sizes. There are opportunities to promote their numeracy skills through number displays, counting balls and shape games. They can also use books for information and stories, with opportunities to identify the insects which visit the garden. The insect hotel and the compost bin effectively support the children's growing understanding of the natural world and recycling. There are some labels and displays to promote children's literacy skills, but there is scope to extend the use of these types of resources to enhance the richness of children's learning in the outdoor area.

During the inspection a butterfly flew into the building. Staff take every opportunity to widen children's knowledge and use the visit to discuss patterns on the wings, and the life cycle of the butterfly. The children are fascinated by the way it flies, sits on the window sill and then flies away when the staff member catches it to release it outside. They discuss where the butterfly lives and where it comes from. They then talk about a story they read about caterpillars becoming butterflies. During the short time the butterfly is in the nursery staff encourage children to think and discuss the butterfly through the questions they ask. As a result, children develop their language and communication skills by describing what they see, such as the patterns on their wings, the colours and the

differences when their wings are closed.

Close relationships with local schools and their very good progress within the nursery ensure children are ready for school. They are keen to learn and look forward to the transition to school. Staff understand the importance of building a secure foundation for children in the nursery, to enable them to develop their learning across all seven areas.

The nursery cares for children who speak English as an additional language, and promotes their home language through notices, labels and dual language books. Parents want their children to speak English but are pleased the nursery treats their home language with respect. Resources within the nursery, such as dressing up clothes, provide opportunities to learn about other cultures and countries. For example, the recent Eid celebrations, when parents come to explain the celebration and provide an opportunity for all children to try the special foods they bring.

Children with special educational needs and/or disabilities are also welcome in the nursery. Staff undertake training to enable them to meet the needs of all children whatever their differences. They use the sensory room and adapt activities to enable children to make very good progress whatever their starting points. All children are included and treated with respect by both staff and children. The children understand that not all children can move around easily or learn as quickly as they can, but they are considerate when they play together.

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

The transition into the nursery is managed extremely effectively, with a home visit and then a settling in process, which provides both parents and children as much time as necessary to feel confident. Key staff use the home visit to make themselves and their second key person known to parents and children. This ensures a close relationship is built from the beginning and children develop close attachments to both staff members. They are therefore comfortable, safe and secure. Parents value the relationship and are able to raise any concerns with staff. The first sessional visit to the nursery is made when only new children attend, this ensures parents and children can explore the nursery, discuss and try the resources and become familiar with the staff and the safeguarding procedures.

The whole settling-in procedure enables staff to identify children's starting points and their interests. Staff then plan activities to meet their individual needs. Children are confident to stay and keen to try new things. When moving from one room to another, the key people and parents are all involved in the transition. During quiet times children move from one area of the nursery to another so they become familiar with the premises and the staff. New parents say they find the settling-in process reassuring and are therefore confident about leaving their children. They know they can discuss any concerns and that their children are safe and happy.

Clear house rules are in place and discussed with children to ensure they know what is expected of them. The children's behaviour is exemplary, sharing and taking turns, for example, they take turns selecting beads to thread and with the watering cans. Staff

provide good role models for manners and the children are polite when asking for or receiving things.

Children learn to keep themselves safe, but are also able to take risks, such as using the slope and the rope to climb, or the wooden stepping stones. They know they must not use the stepping stones when they are wet as they are slippery. The older children advise younger ones not to put threading laces around their necks as this can hurt them. Resources are readily available and children help themselves carefully to boxes and toys. All the children take part in the emergency evacuation practises, and know where to stand to keep themselves safe. They also discuss road safety and how to stay safe when out in the community.

Healthy eating is an integral part of the care staff provide. The large display gives details for parents, to advise them on portion size and the food their children should be eating. Menus are displayed each week, and take account of any special diets due to religious or health considerations. The pre-school children know what they can and cannot eat and remind staff before they bring in the food. Meal and snack times are pleasant social occasions when children sit together with their friends and chat. Staff encourage them to develop independence by setting the tables and helping to serve drinks. Children also help to prepare fruit at snack time. Staff use this activity as a good learning opportunity, discussing the fruit, identifying colours and where the fruits grow. They let children use knives under close supervision to cut the fruit when necessary. Good dental hygiene is also being promoted by displays and discussion, with visits from the dental hygienist planned for next term.

Children learn to implement good hygiene practice from being toddlers, and the pre-school children do not need reminding to wash their hands before food or after personal care to prevent the spread of infection. They know they need fresh air and exercise to keep fit and well, and are able to play outside whatever the weather. The covered area provides shelter from the rain. During the winter children play in the snow and investigate ice. They select their own sun hats and ask for sun cream before they go outside when the weather is sunny. Staff ensure children have drinks outside when the weather is hot and they confidently help themselves when they are thirsty after exercise.

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

The management and staff have a very good understanding of the Early Years Foundation Stage and ensure the nursery meets the safeguarding and welfare requirements fully. Effective, well-established systems are in place to monitor the implementation of policies and procedures and risk assessments to ensure the safe and efficient management of the nursery. Staff quickly identify children's needs and work closely with parents and outside agencies to meet them.

Children's learning and development are also carefully monitored, with precise, accurate observations made of children's achievements and individual plans devised to enable them to make very good progress. All records are routinely monitored to ensure they provide

clear evidence of the very good progress children are making and how any concerns are addressed.

Robust systems are in place for the employment of new staff although the staff group has not changed recently. The nursery ensures only suitable people are employed. The induction process and ongoing appraisals and supervision, support staff development and their excellent work. They attend a wide range of training courses and are encouraged to do further professional training to further widen their knowledge and enhance the care they provide. Staff work extremely hard to provide the best possible care and learning for the children attending. The team is well established and makes the most of each person's strengths and interests, for example the introduction of Forest School and gardening activities are due to suggestions from staff.

Comprehensive risk assessments and daily safety checks ensure the premises are safe and any hazards identified and addressed. Only authorised persons are allowed to enter and staff challenge people they do not know, who are outside the fence. On entering the premises visitors and new parents are given details about the setting's policies and expectations, to ensure the safety of the children. This information includes the emergency evacuation procedure and the mobile phone and camera policy.

All staff undertake safeguarding training and know how to refer any concerns about child protection matters. They work closely with outside agencies when necessary to support children and their families. Speech therapists and Portage staff visit the nursery to support staff to provide consistency of care.

All staff, parents and children are consulted as part of the self-evaluation. Each month a different question is posed to parents, who can answer anonymously if they wish. There is also a suggestion box for them to use. Staff consult children about the activities they provide and what else they would like to do. Staff are in the process of developing plans for the future including Forest School activities and more training to promote their knowledge of childcare in order to meet the needs of the children even more effectively. Regular newsletters and notices keep parents informed about future activities and any changes to the policies and procedures. Since the last inspection, steps have been taken to improve the implementation of handwashing and also to record safety checks. The registration certificate is on display and easily available to parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY341726
Local authority	Leeds
Inspection number	915084
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	78
Name of provider	Leeds City Council
Date of previous inspection	14/12/2009
Telephone number	0113 3368255

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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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