

Little London Children's Centre Daycare

169a Meanwood Road, LEEDS, West Yorkshire, LS7 1SR

Inspection date	15/08/2013
Previous inspection date	23/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's well-being is not always well promoted. This is because the unsatisfactory monitoring of staff training which means that there are no trained paediatric first aiders available at all times when children are present and in the event of an accident or emergency they may not receive up-to-date treatment.
- The self-evaluation of the nursery is not always vigorous enough to assess the proficiency of the computer programme used to log staff training, especially in first aid. This means that training is not planned sufficiently ahead to ensure requirements and children's needs are met.

It has the following strengths

- The educational programme is effectively used to support children's learning and development. As a result, children are motivated to learn and constantly engage in activities that are challenging and interesting.
- Children with severe special educational needs are very well supported. This is because practitioners are highly skilled in using specially planned activities, to encourage and stimulate their senses.

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 observed the quality of teaching and activities in the play area and garden.
- The inspector took account of the views of parents spoken to on the day and information from the assessments.
- The inspector spoke to the managers and conducted a joint observation with the deputy.
- The inspector looked at children's assessments records and planning documentation and checked evidence of appropriate training and the self-evaluation form.

Inspector

Thecla Grant

Full Report

Information about the setting

Little London Children's Centre opened in 2006. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built building in the Little London area of Leeds, and is managed by Leeds City Council. The nursery serves the local area and is accessible to all children. Three fully enclosed areas are available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 1, 2, 3 and 6, including one with the Qualified Teacher Status.

The nursery opens Monday to Friday for 52 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 113 children attending who are in the early years age group. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- make sure training courses in paediatric first aid are completed and accurately monitored, to ensure that at least one person has a current certificate when children are present, to promote children's well-being.

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

- enhance the monitoring of the nursery through robust self-evaluation, that includes improvements to tracking staff training.

Inspection judgements

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

Observations and assessments show that practitioners have a good understanding of child development; they accurately plan for their next steps, based on clear and concise observations. Consequently, children's interests are well supported in the planning. The educational programme successfully motivates children to learn, therefore, they constantly engage in activities that are challenging and interesting. There is a good balance of child-

initiated and adult-led activities that support children's learning. The magic bag activity teaches children to take turns, during the activity children learn about shapes and numbers through discussion and song. Children confidently choose arts and craft activities that develop their creativity. Children decide to make a car and use different round objects to stick onto their paper. Children have a positive sense of self, therefore, they confidently make suggestions to each other on what they can do next. For example, to make a flower, they suggest using some of the round objects for the petals. 'You can use this one first' they say. Practitioners know when to intervene and when to sit back. Therefore, when children's suggestions are not well received the practitioner steps in to remind them to respect each other's decisions.

Children's communication and language development is supported very well through active teaching, which means that skilful questions are used to help children to think about what they are doing. Practitioners also listen carefully to children when they talk and ask questions to encourage them to expand their thinking. When sentences are too long for children to understand, practitioners rephrase them. This means that children's learning is supported well. Children's early literacy skills are also promoted at lunchtime when children find their seat by looking for their name on a place-card. As a result, children's progress in the areas of learning ensures they have the key skills needed for the next steps in their learning, especially school.

Practitioners are trained to use the 'Tacpac' activity, to support children with severe special educational needs. They are highly skilled in using this activity and record children's interactions to plan for their next steps. Children show their interest in the brightly coloured resources by stretching their hands to touch, or hold them. This means that activities provided effectively stimulate their senses to support them to react. Activities are constantly suggested to parents to support their children's learning at home. Further to this, parents are invited to discuss their children's ongoing progress, individual learning plans and the summary report of the progress check at age two. This means that parents are regularly kept abreast of their children's learning and development.

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

Children's health is mostly promoted through regular outdoor play for them to access plenty of fresh air and exercise. However, there are no trained paediatric first aiders available at all times when children are present. This means that children's well-being is not always supported, in the event of an accident.

The well thought out settling-in procedures include detailed information from parents to help the key person to get to know their children well. Children are also visited in their home and photographs are taken of them playing with their toys. This practice is in place to allow the child and their key person time together, to look through these photographs at the nursery to build close bonds. Children with English as an additional language are supported well. This is because familiar words are requested from their parents to help their child to feel secure. Some children are matched with bilingual practitioners who speak the same language. Children have access to two playrooms. Those transferring to the over-threes' playroom visit with their key person and their care needs are shared with

their new key person.

Children know the routine well, therefore, they are well behaved and confidently access the areas of provision. Children are encouraged to develop their imagination to express their creativity; by exploring a wide range of resources to extend their play, especially at the arts and craft table. As a result, children develop confidence in their own abilities. They learn about keeping safe, by being taught how to use the outdoor equipment safely. For example, young children know that they have to wait for an adult to support them as they walk across the wooden beam. Children's physical development is also promoted through games, such as fishing for the correct shape with magnets.

Children learn about being healthy through discussions about what happens to their heart when they run outdoors. Their health is also promoted through nutritious meals that are freshly cooked on the premises. Children learn how to look after the toys by washing the dolls to keep them clean. They also learn that soap and water is needed if they want to wash their hands properly. This means that children have a clear understanding of good hygiene procedures.

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

The managers monitor staff's ongoing professional development to ensure appropriate qualifications and training needs are up-to-date. However, this is not robust, which means that the nursery does not have sufficient first aid trained staff in place to be on duty at all times when children are present, to deal with serious accidents or provide appropriate medical assistance, if needed. As a result, there is a breach of a legal requirement in safeguarding and welfare.

The managers include parents in the evaluation of the nursery through questionnaires and include staff in the evaluation of the nursery through staff meetings. Plans for improvements include the opening of a new playroom for vulnerable two-year-olds. Information is held of staff training electronically. However, the self-evaluation of the nursery is not robust enough to identify improvements needed to monitor when staff training needs to be updated. As a result, not enough staff have a current paediatric first aid certificate. Recruitment procedures are robust. For example, two types of interviews are conducted to ensure that suitable staff are employed in the nursery. All new staff go through a clear induction process; this includes reading the behaviour management policy and implementing it effectively into their work to ensure consistent management of any behaviour issues. Appraisals and mentoring support are in place to help staff to improve practice. This means that underperformance is purposefully addressed and staff's needs are adequately identified.

The management team have a generally good understanding of the safeguarding and welfare requirements. Therefore, all staff are appropriately trained in child protection and know what to do if they are concerned about a child. Good safety and security arrangements are in place. This means that playrooms and garden cannot be accessed by anyone not working with the children. All practitioners have a good understanding of how

to keep children safe within the nursery. They make sure that there are no trip hazards in the playrooms and mop-up any spillages. Children are constantly supervised and any accidents are accurately recorded. All accidents and incidents are monitored to check for regular occurrences. Risk assessments include a tick list for staff to check the rooms and garden before children arrive.

The managers have a good understanding of their responsibility in meeting the learning and development requirements. Each practitioner is responsible to monitor an area of provision and give feedback to their colleagues during the team meeting. This information is then used to form part of the planning. The management team has devised a comprehensive form to use with the learning journals. This is to assist the key person in observing and assessing the children in their care. Therefore, consistency is threaded throughout the nursery. Good partnerships are formed with parents. For example, parents are encouraged to attend the advisory board meetings and parent consultation. Newsletters are also sent to parents to let them know what is happening in the nursery and training courses, such as the Healthy Eating and Nutrition for the Really Young training, are offered to parents to support them in their child's development. The management team has formed secure links with others. Therefore, partnerships with external agencies and services are good, which result in early interventions for children identified with additional needed. There is a breach of the Childcare Register requirements with regard to first aid qualifications.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- make sure at least one person who is caring for children has an appropriate first aid qualification, by accurately monitoring training to assess when it needs to be updated (compulsory part of the Childcare Register)
- make sure at least one person who is caring for children has an appropriate first aid qualification, by accurately monitoring training to assess when it needs to be updated (voluntary part of the Childcare Register).

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	EY331899
Local authority	Leeds
Inspection number	926622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	113
Name of provider	Leeds City Council
Date of previous inspection	23/02/2010
Telephone number	0113 2145111

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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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