

# Middleton Children's Centre Daycare

Middleton Primary School, Middleton Park Avenue, Leeds, West Yorkshire, LS10 4HU

<b>Inspection date</b>	13/03/2014
Previous inspection date	15/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- The manager gives good attention to safeguarding children. This is because she has a good knowledge of her role and responsibility in this area, which means she can respond promptly to any concerns and keep children safe.
- Children with special educational needs and/or disabilities are supported well through timely interventions and support from external agencies. Consequently, the gap in children's achievement is narrowing.
- Teaching is securely based on practitioner's good knowledge of the Early Years Foundation Stage. Therefore, they make good use of opportunities to promote children's learning through play and structured activities. As a result, children make good progress.
- Partnership with parents is strong. Practitioners provide good opportunities for parents to be fully involved in their children's development in the setting and extend their learning at home.

### It is not yet outstanding because

- There is scope to improve opportunities for children to count and use number.
- Practitioners do not always make the most of opportunities in the daily routine to strengthen children's independence 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 activities and children at play throughout the inspection and conducted a joint observation with the manager.
- The inspector spoke with children, parents and practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the manager and teacher in the nursery.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plans.

## Inspector

Judith Bodill-Chandler

## Full report

### Information about the setting

Middleton Children's Centre Daycare was registered in 2005. It is registered on the Early Years Register. It is accommodated in an annex within Middleton Primary School, in Middleton near Leeds. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week, from 8am until 6pm, all year round. There are two playrooms and an enclosed outdoor play area.

The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. One member of staff holds Qualified Teacher Status. There are currently 83 children in the early years range on roll, who attend for a variety of sessions. The nursery receives funding for the provision of free early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language and those 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:

- enhance opportunities for children to count in everyday activities, for example, at group times
  
- extend opportunities for children to develop their independence skills by involving them in routine tasks, for example, serving themselves at lunchtimes.

### Inspection judgements

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

Middleton Children's Centre Daycare is a welcoming, vibrant and lively nursery. Practitioners have a comprehensive knowledge of the Early Years Foundation Stage. This means that they can provide children with a wide range of stimulating activities that capture their interest and motivate their learning. There is a good balance between adult-led and child-initiated activities which are flexible and responsive to children's needs. Adult-led activities consider children's interests and are developmentally appropriate. Practitioners use children's interests to plan activities, which lead to their next steps in learning. They complete observations on their key children and other's in the nursery to ensure all children's achievements are captured. Photographs and pieces of work are annotated and collated in individual profiles. Practitioners complete a regular summative

assessment for each of their key children and any gaps in learning are quickly identified and supported appropriately. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals. Children who speak English as an additional language and those with special educational needs and/or disabilities are supported well. Assessments accurately identify children's progress in learning and development. This ensures advice is sought and intervention is secured to meet children's needs at the earliest stage, if needed. Individual education plans are in place where appropriate and small group sessions are planned to meet individual children's needs. Good links with parents and specialist external services have been made which support children's needs further.

The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Teaching is consistently good. Practitioners engage with children well, supporting them as they play and learn within the provision. They actively take part in imaginative role play and model how to use resources and equipment appropriately. As a result, children's creativity is supported and extended well. At group time practitioners extend children language by introducing new fruits and ask open-ended question to develop their thinking skills. For example, children are asked what they think the dragon fruit is and what it feels and looks like. As a result, children learn new words and develop their confidence in expressing themselves. Children's curiosity and enthusiasm for learning is ignited when practitioners encourage them to shake a coconut and try and guess what is inside. They enjoy cutting up fruit to taste and make holes in milk cartons to add their straw. Consequently, they develop fine motor and coordination skills. Children develop their independence skills in the learning environment as they put on their own aprons and select their own materials to paint with. They have access to a wide range of appropriate books which are arranged in a well-maintained cosy area. As a result, they develop their love of stories and books. Children enjoy exploring a variety of different media. For example, younger children enjoy pummelling the play dough, squeezing it between their fingers and rolling it between their hands. Older children use tools effectively, making models and cutting out shapes. Children join in enthusiastically following actions to familiar songs and music they hear. As a result, they develop their confidence in expressing themselves through music and movement. There are opportunities for children to develop mathematical concepts through provision. For example, there is a well-resourced mathematics area and resources in the water and sand support children's developing knowledge of capacity. However, on occasions, practitioners do not always maximise opportunities for children to practise counting or use number in everyday activities.

Practitioners understand their role in ensuring that every child's learning and care is tailored to meet their individual needs and to seek to engage and support parents in guiding their child's development at home. Parents contribute to their children's starting points by completing an 'All about me' sheet. They access their children's profiles on a regular basis. Parents are kept well-informed of their children's progress through daily dialogues with their children's key person. They feel welcome in the nursery and know who their child's key person is. Parents regularly attend workshops to develop their understanding of how to support their children's learning at home. Parents regularly attend workshops to develop their understanding of how to support their children's

learning at home. As a result, there is a strong partnership with parents which makes an effective contribution to meeting children's needs.

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

The nursery has a thorough settling-in procedure, which is flexible to meet the needs of individual children. Information is collected from parents on home visits. The key person uses this information to support children when they move from home. Consequently, children are well-settled and emotionally secure. Children move from the nursery into the local primary school. Practitioners have good relationships with early years staff in the school and support children to move effectively by sharing information. Children benefit further by accessing the school outside play area to familiarise themselves with school staff and the environment. As a result, children are emotionally well-prepared for the next stage in their learning. There is an effective key person system in place, which helps children form secure attachments and promotes their well-being and independence. The key person groups are clearly displayed on the wall and parents know who their child's key person is. As a result, children are happy, safe and secure and form strong attachments with practitioners in the nursery.

Behaviour is good because it is managed well. Practitioners are good role models and listen carefully to what children say. They are calm and handle incidents swiftly. For example, when children begin to squabble and argue practitioners effectively implement distraction technique and guide them to alternative activities. Children are encouraged to take turns and timers are used to support them to understand this. As a result, children are aware of the boundaries set and the behavioural expectations of the nursery. There is a stimulating well-resourced environment which meets the needs of all children attending. Children are provided with a broad range of resources and activities in the indoor environment. Resources are clearly labelled with photographs and labels and are accessible for children to select. There are quiet areas where children can go to be quiet, or which can be used for more focused work with individual or groups of children. As a result, children develop their independence skills in finding and selecting what they would like to do. Children enjoy outdoor play and learning in all weathers and learn to take risks in a safe environment. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. They explore growth and change by gardening and investigating how the natural world changes with the seasons. Children attend the nursery from a diverse cultural community and they develop their understanding of equality and diversity through a wide range of activities, including role play.

Children benefit from practitioners in-depth knowledge and understanding of healthy practices, exercise and nutrition. They are provided with healthy snacks and practitioners talk with children about foods which are good for them. Daily 'wake-up, shake-up' sessions outdoors support their growing understanding of fresh air and exercise. They are provided with a variety of equipment to develop gross motor and coordination skills, including tricycles, a climbing frame, tyres and balance beams. As a result, children gain a good understanding of a healthy diet and the need for physical exercise. Children develop good

hygiene practices by blowing their noses and washing their hands before preparing snack. They develop their knowledge of keeping safe by holding hands when they walk to another site for lunch. Consequently, children learn how to keep themselves safe and are competent at managing their personal needs relative to their age. At lunchtimes children sit in small groups with a familiar adult, who serves their lunch. At this time children are not given opportunities to serve themselves and consequently, this does not maximise opportunities for children to be independent.

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

Safeguarding is good because the manager has a clear understanding of safeguarding procedures. There is an effective safeguarding policy which includes the procedure to follow if an allegation is made against a member of staff. Practitioners have accessed safeguarding training and confidently talk about early signs of possible emotional and physical abuse. There is a thorough recruitment and selection process, which ensures that practitioners working with children have had the appropriate checks to ensure their suitability. This means that children's welfare is promoted well. There are good risk assessment procedures both indoors and outdoors. Daily checks identify any potential hazards as they are found and practitioners effectively take action to remove them. First aid requirements are met and practitioners have up to date paediatric first aid training. Documentation is well-kept, such as the accident records and the administration of medicine records. As a result, children's welfare and safety are promoted well.

Leadership and management is good. This is because the manager has a good overview of the curriculum. Planning and assessment systems are monitored effectively. The manager uses observations and audit tools to effectively monitor the quality of the provision. Group data is collected from individual children's summative assessments. The manager and teacher use this to monitor all children's progress and identify any specific trends in different cohorts. Consequently, individual children or groups of children with identified needs are targeted and their progress is monitored, so that appropriate interventions are sought and gaps are closing. She has a secure knowledge of the Statutory framework for the Early Year's Foundation Stage and uses this well to support practitioners. Policies are clear and are in line with published guidance. Practitioners are kept up to date of any policy changes through weekly staff meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Annual appraisals are carried out by the manager and targets are reviewed on a regular basis. Practitioners are supported well through a programme of continual professional development. This is established through identified needs from practitioner observations and analysis of group data. As a result, there are effective systems in place to monitor the quality of teaching and children benefit from good learning opportunities.

There are well-established links with external agencies which make a strong contribution to meet the needs of the range of children who attend, including the needs of children with special educational needs and/or disabilities. Partnerships with parents are good.

Parents feel welcome in the setting and feel their children are making good progress. They are kept informed and up to date with their child's progress and achievements by looking through their profiles. Regular newsletters are sent to parents to keep them informed of what is happening in the nursery. There are good links with the local schools and other providers and information is shared effectively when children move on. The manager leads the staff team in effectively using self-evaluation and action planning to reflect on their practice. They clearly identify their strengths and areas for improvement. Parents contribute through suggestion boxes, training feedback sheets and questionnaires.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY313137
<b>Local authority</b>	Leeds
<b>Inspection number</b>	862117
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	15/10/2008
<b>Telephone number</b>	0113 2141 924

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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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