

# Hunslet Children's Centre Daycare

Hunslet St Mary's C of E Primary School, Church Street, Hunslet, Leeds, LS10 2QY

<b>Inspection date</b>	17/11/2014
Previous inspection date	08/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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		1
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 know children well and they use effective teaching skills, which means all children make good progress given their starting points. As a result, children are well prepared for the next stage in learning.
- Children's emotional security is addressed effectively, beginning with a well-planned settling-in procedure, so that children are settled and happy in their environment.
- Staff all fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.
- Partnerships with parents are a key strength of the setting and staff work hard to ensure there is a joint approach to children's care and learning. Transitions are handled sensitively, enabling children to make successful moves on to school.

### It is not yet outstanding because

- Children have limited access to printed words, letters and numbers outdoors, this means their early literacy skills are not promoted as well as possible.

## 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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector met with the manager and looked at children's development records, evidence of suitability and qualifications, and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

## Inspector

Donna Green

## Full report

### Information about the setting

Hunslet Children's Centre Daycare was registered in 2006 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed by Leeds City Council and is situated in Hunslet St. Mary's C of E Primary School in Hunslet, a suburb of Leeds. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one member of staff with Qualified Teacher Status. The setting opens each weekday from 8.30am to 11.30am and again from 12.15pm to 3.15pm and children attend for a variety of sessions. There are currently 52 children on roll who are in the early years age group. The setting receives funding for the provision of free early education. The provision currently supports a number of children with special educational needs and/or disabilities and children with English as an additional language.

### What the setting needs to do to improve further

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

- provide further opportunities during outdoor play to stimulate children's literacy development. For example, through the use of signs, symbols and other forms of print.

### Inspection judgements

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

Staff have a good knowledge of how children learn and effectively promote and support children's development. They spend time assessing children's starting points and abilities through regular observation and completing individual development trackers. These observations form a good understanding for staff, enabling them to effectively plan and provide activities to challenge and engage children in their learning. Children benefit from individually planned activities, ensuring those with differing abilities and interests are catered for. As a result, staff accurately plan for children's individual development needs and ensure that any gaps in their learning are rapidly closing. Children who have special educational needs and/or disabilities have very good support as staff are skilled at identifying any concerns regarding children's development. As a result, children make good progress in all areas of learning and are well prepared for their next stage of development and eventually school. Parents have access and contribute to children's files and staff share assessment information with parents on a termly basis, supporting children's learning further.

There is a good mix of adult-led and child-initiated activities through continuous provision, enabling children to learn through a variety of rich resources. For example, children independently access mark making, small world play and a large interactive white board. The seven areas of learning have depth and breadth, both indoors and outdoors. Equipment is well organised, helping to effectively promote learning and development for all ages. Bright and interesting displays celebrate children's achievements and support further learning. For example, children learn about autumn as they touch dried leaves and explore conkers on the interest table. As a result, they are developing knowledge and understanding of the natural world around them. Children access a variety of print in the indoor areas, such as labels, signs, letters and numbers. However, the outdoor play area lacks print. As a result, children's early literacy skills are less well promoted during outdoor play.

Children enjoy sensory play with gloop. They pick it from their fingers, stir it with spoons and watch it with wonder as it drips through their fingers. Staff interact with children enthusiastically during such play and ask open-ended questions such as 'how does it feel'. This helps to promote children's engagement and motivation in learning as they begin to think and describe their sensory play experience. Children begin to use a variety of words to describe the gloop such as slimy and sticky. As a result, children are developing literacy skills and descriptive language. Staff have a good knowledge of the Early Years Foundation Stage and are skilful at extending learning and providing opportunities for further development. For example, children extend the outdoor play obstacle course with large blocks. Staff ask the children how they will move and add them to the obstacle course. As a result, children are encouraged to develop thinking and problem solving skills. Children create multi-textured paintings using and exploring a range of creative resources, such as feathers, pom poms and tissue paper. They concentrate well whilst making their creations for sustained periods of time. Consequently, children are expressing themselves through art and design. Communication development is promoted by staff who communicate consistently well with children, introducing new vocabulary as they speak. Children are also encouraged to communicate together and friendships are well established. Consequently, behaviour is exceptionally good, children play cooperatively together and are socially confident.

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

Children are happy, confident and extremely independent and have formed close attachments with staff. Staff effectively respond to children's physical and emotional needs and they play comfortably and enthusiastically. Positive relationships are extended between parents and staff, reinforcing the emotional well-being of children. Staff greet and welcome children into the centre, which ensures they feel highly valued. Children enjoy circle time at the start of their session. This provides an opportunity for them to individually welcome each other. During such times, staff significantly enhance children's experiences as they use children's home languages to welcome them. As a result, children feel extremely confident, self-assured and fully included in the group. Parents comment that staff are 'friendly and welcoming', 'they feel exceptionally supported' and that they 'feel at ease to leave their child'. Children arrive happily, wave goodbye to parents and quickly settle into their environment. Children demonstrate high levels of independence

and manage their own care needs. For example, children independently put on their own coats prior to going outside, put on aprons before craft activities and make choices about what they would like to do. The settling-in procedures are highly effective, staff undertake home visits, discussions with parents and settling-in visits. Settling-in procedures are flexible and communication with parents regarding children's needs and routines is well documented and used effectively. As a result, children are well cared for by attentive and informed staff. Highly effective systems are in place to support children and their parents as they make the transition to school. Staff have good working relationships with the onsite school and local schools. Transition visits are arranged for all children to their new school, teachers attend the centre and children's progress files and assessment information is passed to schools. As a result, children consistently make smooth transitions and are emotionally prepared for the next step in their learning and development.

Children are exceptionally well behaved because staff expectations are consistently clear. For example, staff remind children, 'please listen to my instructions' and to use 'please' and 'thank you'. Clear behaviour expectations are reinforced, consequently, children show a secure level of understanding of the behavioural expectations in the nursery and behaviour is consistently good. Children are provided with a variety of healthy snacks, such as grapes, apples and bananas. They have access to drinking water throughout the day. Children manage their own hygiene needs well and fully understand the importance to wash their hands before eating food, in order to maintain hygienic standards. Children individually access snack throughout the session when they are hungry. As a result, children are developing exceptional independence skills. Children's understanding of safety is a high priority and they are well supported as they are encouraged to take appropriate risks. For example, children negotiate climbing on blocks as staff sensitively support them. Risk taking is positively celebrated through genuine praise from staff, helping to support children's confidence and independence. Children have access to a variety of outdoor play equipment. They enjoy playing on ride-on toys, bikes and the climbing frame. The outdoor area provides children with plenty of room for movement. Children have daily access to the outdoor area and have a wealth of opportunities to exercise, which helps them to learn about the importance of a healthy lifestyle.

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

Planning and assessment is clear and consistent and tracking documentation enables staff and management to fully understand children's progress. Leadership procedures and practices for monitoring the quality of the nursery are good, resulting in a cohesive team and consistent practices. A welcoming environment and positive relationships between parents and staff allows for plenty of informal discussions each day. Questionnaires are used to seek the views of parents. Parents can access information through the parents' board. Effective working practices have been developed with local authority advisors and partnership working to share good practice. The management team works closely with the school they are located in and local schools, to build secure transition links. The management team values and welcomes support from external agencies and recognises the importance of effective collaboration. Overall, the management team works well with others to create a welcoming and friendly centre.

The safety and welfare of all children is a high priority for staff and management. Procedures are well embedded. Staff are fully aware of their safeguarding responsibilities and know what to do in the event of a concern about a child in their care. Risk assessments and monitoring of the environment ensure that the centre is safe at all times. As a result, children are safe. The management team complete recruitment procedures during the selection and employment of staff, including qualification checks, reference verification and their suitability to work with children. This means that children remain safe and protected. Staff's ongoing suitability is maintained by inductions, appraisals, training and observations of practice. Procedures completed by management ensure that the nursery is a safe and happy environment.

Staff are well qualified and have attended a range of training which includes, planning and assessment, behaviour management and recording children's next steps in learning. Staff are passionate, motivated and aspire to improve. As a result, teamwork is effective and there is a fully involved and committed staff team. Staff have regular meetings with management to discuss children, staff and centre issues. Also staff meetings provide an arena for staff to contribute ideas. As a result, the manager is informed and able to closely monitor and evaluate the quality of practice and teaching. The centre has a development plan in place, identifying priorities for improvement, including contributions from parents and local authority advisors. Since the last inspection the mathematical area has been developed and staff have received training in that area of learning, which has enhanced children's development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY337544
<b>Local authority</b>	Leeds
<b>Inspection number</b>	849229
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	08/11/2011
<b>Telephone number</b>	01132141865

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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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