

Mosaic Centre

Chapelton Children's Centre, Leopold Street, Leeds, West Yorkshire, LS7 4AW

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| Inspection date | 15/01/2015 |
| Previous inspection date | 03/03/2009 |

| 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 | | 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

- Teaching is effective and children make good progress in their learning. The educational programmes are well planned with a wide range of interesting, challenging and motivating experiences tailored to meet children's individual learning needs.
- Children demonstrate that they feel safe, secure and happy at nursery. This is because safeguarding is given a high priority and staff have excellent knowledge of how to keep children safe from harm.
- Children are developing an excellent understanding of making healthy choices in regard to their diet. They confidently talk about foods that are healthy and not healthy and have good opportunities to serve their own meals and snacks. This promotes their independence and self-care skills very well.
- Staff have a strong commitment to working in partnership with parents and external agencies. This ensures that there is a consistent approach to promoting children's learning and development, so that they make good progress

It is not yet outstanding because

- At times as children move between rooms parents are not always fully aware of who their new key person is.
- On occasions the tools used to help make assessments of children's development are not always precise enough to ensure the timeliness of interventions and referrals to specialist services.

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 spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector carried out a meeting with the manager and checked and discussed a range of policies and procedures.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector took into account the views of parents spoken with on the day.

Inspector

Kate Banfield

Full report

Information about the setting

The Mosaic Centre was registered in 2005, and is on the Early Years Register. It is situated in a purpose-built premises in the Chapeltown area of Leeds, and is managed by The Leeds Teaching Hospitals NHS Trust. The nursery serves the local area and is accessible to all children. It operates from four rooms and there are two enclosed areas available for outdoor play. The nursery employs 30 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level three or above, including four with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 83 children attending who are in the early years age group. The nursery provides funded early education for 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:

- enhance the opportunities for parents to formally meet their children's new key person as they move between the rooms in nursery

- further extend the range of tools used to make more precise assessments of children's development, so that interventions and referrals to specialist services are even more timely.

Inspection judgements

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

The quality of teaching is consistently good. This is because all staff interact well with children and effectively facilitate their learning. For example, babies and toddlers' interest and concentration are supported by staff who playfully and ever so slowly turn the pages of the book. They build anticipation about what is coming on the next page and skilfully use their voice to make the animal sounds which incites children to giggle and laugh and excitedly ask for more. Staff seize the opportunity to involve the children in naming the animals illustrated in the book and develop their understanding of the world. Consequently, children of all ages are developing good literacy as their interest and love of books is promoted. Staff effectively support children's understanding of numbers and the mathematical concept of more and less. Staff sensitively join in children's play, as they build with bricks and invite children to count the bricks as they build a tower. They talk about adding one more and taking one away. Toddlers and young children are able to count to five with confidence. This is because staff use effective teaching strategies that

build on the activities and interests that children have. As a result, children are making good progress in their learning and development.

Staff provide a good balance of child-initiated and adult-led experiences. Children's communication and language skills are very well supported throughout the nursery. Staff respond to children with clear enjoyment and extend their speech very well. Staff engage children in conversations about their play. They ask questions that encourage children to explain their thinking and ideas. For example, staff skilfully pose questions that help children to think about which foods are healthy, as they make food out of dough for the home corner. Children are very knowledgeable and can explain which foods help to keep their bodies and their teeth healthy. In addition, children demonstrate their confidence as they share their ideas and contribute to group discussions in which they demonstrate respect for each other as they take turns in speaking. Staff effectively support younger children's communication and language development. They initiate singing times where the youngest children join in with enthusiasm, enjoying the rhythm and the beat of songs and rhymes. Children are involved in purposeful experiences outdoors where they learn about the natural world. They demonstrate their interest and curiosity as they find a big worm in the garden. Staff support children to observe and be gentle with the worm. They support children's growing vocabulary, as they introduce words, such as, 'little', 'wiggly' and 'wiggly worms'. Staff further extend children's interest in worms by singing songs about them in-which children join in with the words and actions that they know. All staff respond appropriately and sensitively to the children using effective teaching strategies to extend their experience and exploration. This supports children in developing the characteristics of effective learning. Consequently, this ensures that children are fully prepared for the next stage in their learning.

Staff organise the environment to ensure that children are provided with good opportunities to engage them in a broad range of learning experiences across all seven areas of learning. Children are working within the typical range, with some exceeding levels of development for their age. Parents are involved in the initial assessment of their child. This helps staff to plan experiences and activities that meet children's needs immediately from the time they start at nursery. In addition, staff regularly share children's assessment records, discuss their progress and agree next steps in their learning with parents. Together they discuss how they will support children's learning and development at nursery, and share ideas about how parents can further support learning at home. Staff carry out the required progress check for children between the ages of two and three years and share a written summary with parents. Children with English as an additional language are well supported. If required staff use a translator to ensure that parents are able to contribute to children's starting points and their on-going learning and development. Staff work very closely with other professionals and specialists to support children with special educational needs and/or disabilities. They follow planned and therapeutic programmes set by specialists to support children's learning and development. However, on occasions their identification of gaps in some children's development is not always timely. This is because the range of tools used to assess development are not precise enough. This slightly reduces the timeliness of interventions and referrals to specialist services, such as the speech and language therapist.

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

Each child has a key person who develops a special relationship with them and oversees their progress. When children first start at nursery, their key person spends time settling them in so that they build a good relationship and feel secure and safe. In addition, this provides opportunities for staff to develop positive relationship with parents. Staff use the All about me form and registration documents to gather relevant information about children's needs to promote continuity in their care. Furthermore, each child has another significant person who supports the child and liaises with the parent if their key person is absent. Children thrive in the nursery environment as, on the whole, their care is personalised to their individual needs. However, although children's moves from room to room are managed very well to ensure that children feel safe and secure, some parents are not always aware of who their child's key person is in the new room.

Staff support children's growing independence very well. They encourage older babies and toddlers to try and dress themselves in outdoor clothes as they prepare to go outside. The process of getting dressed is unhurried, and staff demonstrate that they know the children well as they talk to them about their family or remind them which wellies they wore yesterday. Children's attempts to take off their own shoes and put on their own wellies is sensitively supported. Babies are encouraged to clean their own hands as they are given baby wipes at the table before lunch. They are supported by staff who ask 'Are you washing your hands?' and offer further encouragement by stating 'And now the other one'. The older children wash their hands independently and help themselves to plates, cups and cutlery in preparation for lunch. Children find their own names and serve themselves water from the jug provided. They are familiar with the lunch time routine and seat themselves in an orderly and calm fashion. Children chat together whilst they are waiting for everyone to be seated and lunch to be served. Staff sit with the children at lunch time and talk to them about how their manners are very nice. They specifically acknowledge that children are sitting nicely and taking turns. This means that children know what is expected of them and behave impeccably. Staff support children's social development extremely well. As a result, children are developing the important life skills ready for school. Staff demonstrate their inclusive practice as they always endeavour to meet religious and dietary requirements, such as vegetarian and halal food.

Children's health, fitness and well-being is challenged and supported very well as they walk up the steep hill in the garden. They climb to the top of the hill and then slide down confidently on a plastic-covered mat. Staff remind children to sit on the mat so they don't fall and hurt themselves. This supports them to develop their own sense of risk. Children independently develop the game further and show physical confidence by jumping on to the make-shift slide and sitting down quickly. Consequently, children are developing good coordination and control of their bodies and large physical skills. Furthermore, they demonstrate kind behaviour as they take their turn whilst having fun.

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

The leadership and management team have a very good understanding of the Early Years Foundation Stage. All staff have a robust knowledge and understanding of the safeguarding policies and procedures and are trained to level three in safeguarding. They have a good knowledge and understanding of how to protect and safeguard children and are fully aware of the signs and symptoms of abuse. Staff are confident in knowing what to do if they have any concerns about a child's welfare. Risk assessments, both indoors and outdoors, are in place and carried out daily to ensure children are safe and secure at all times. Entry systems are secure and visitors are challenged and their identity checked. These good measures ensure that children are kept safe from unauthorised visitors and cannot leave the premises without an adult. The staff team are efficiently deployed, which means that children are supervised well at all times. Accidents and existing injuries are recorded in detail and shared with and signed by parents. These incidents are analysed by the manager and the NHS Trust to help reduce the chance of reoccurrence. There are eight members of staff trained in paediatric first-aid and staff rotas are designed to maintain appropriate numbers of first-aiders on duty. This ensures that there are always good levels of support in the event of an accident or injury. Management effectively carry out robust recruitment and vetting procedures to check staff are suitable to work with children. Staff are inducted extremely well into the setting and staff's ongoing suitability is well supported through regular supervision meetings with room leaders who are all qualified to level six.

Staff consistently assess children's progress, plan next steps and systematically track learning and development. The management team monitors children's development and has an overview of the progress of each child, including those with special educational needs and/or disabilities. Early Years Professionals work directly with the children in each room. They lead planning and assessment, observe children's learning and monitor the quality of teaching. An effective tracking system is in place to monitor the progress of individual children and also particular cohorts of children. The Early Years Professionals moderate the assessments of all staff to ensure consistency of judgements. The leadership team provides clear guidance and support to enhance this further. An established system of peer observation is in place which ensures that the quality of teaching and children's learning is of the highest quality. The management team are currently developing robust systems and assessments to ensure timely interventions. During supervisions, all staff discuss individual children's development and learning. Good arrangements are in place to support the continuing professional development of staff. They are encouraged and supported to update their training regularly which effectively leads to a highly qualified and knowledgeable staff team who are able to promote good outcomes for children.

Staff work effectively with a range of professionals to support children's individual needs. These include children's centre staff, health visitors and hospital specialists. Planned programmes, set by professionals, are used to support children's development so that they can make the very best possible progress. Partnerships with parents are strong. Parents contributions are valued as they complete questionnaires to support the effective self-evaluation of the setting. Parents comment that staff meet their children's individual needs and don't try to make them fit into the system. They feel confident to raise any issues they have with managers and staff, such as not being fully aware of the name of their child's new key person as they move between rooms. Partnerships with schools are well established. When the time approaches for children to make the move on-to school,

nursery staff contact the schools. Some teachers visit nursery to meet the children who will attend their school. Staff, parents and children together provide the school with a summary of children's development and learning. Furthermore, staff use role play to ensure that children are fully prepared for school. They introduce school uniforms into the role play area and support children to act out what it might be like in their new school. Staff also provide parents with a leaflet about being ready for school.

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

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|------------------------------------|-----------------------------------|
| Unique reference number | EY304304 |
| Local authority | Leeds |
| Inspection number | 861843 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 70 |
| Number of children on roll | 83 |
| Name of provider | Leeds Teaching Hospital NHS Trust |
| Date of previous inspection | 03/03/2009 |
| Telephone number | 0113 307 0684 |

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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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