

# Shepherds Lane Early Years Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	512563
<b>Inspection date</b>	20 March 2007
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Shepherd Lane, Chapeltown, Leeds, West Yorkshire, LS8 5AN
<b>Telephone number</b>	0113 2484603
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<b>Registered person</b>	Leeds City Council - Early Years Service
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Shepherds Lane Early Years centre is run by Leeds learning and leisure. It opened in 1991 and operates from six rooms in a purpose built building. It is situated in the Chapeltown area of Leeds. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 76 children aged from three months to under five years on roll. Of these, 29 receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and disabilities. They also support a number of children who speak English as an additional language.

The nursery employs 23 staff. Of these, 21 including the manager hold appropriate early years qualifications. There is one staff member working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy and are effectively cared for if they have an accident or become ill because staff are trained in administering first aid. There are appropriate permissions and records in place regarding the administration of medication and clear policies about children who are sick or who have infectious diseases. Children's health is further promoted by a wholesome, nutritious and balanced diet, which is usually prepared on the premises. Children's dietary requirements are included when preparing their meals. Children have free access to fruit and drinks throughout the morning. However, opportunities are missed for older children to learn about healthy food during these times.

The staff follow environmental health and hygiene guidelines, policies and procedures. They clean the surfaces with disinfectant spray and keep the playrooms clean throughout the sessions. Suitable nappy changing facilities are available, but not always used. For example, during toilet and wash time, a young child's nappy was changed whilst they lay on a changing mat on the floor. When the older children finish washing their hands, they wait for the staff and watch as the baby's nappy is changed. As a result, young children's privacy is not always respected.

Children learn suitable hygiene practices through regular routines. Older children have some understanding of why they need to wash their hands before eating. However, this is not consistent for all children. As a result, some children do not wash their hands before snack time.

There are good opportunities for children to take part in activities indoors. For example, a mixed age group of children enjoy using their feet to pass and pat the large and small balls. During the activity children hold different shaped balloons between their calves. Later they enjoy the experience of watching bubbles float as they lay on their backs. Outdoors, children have fun playing in the garden on the wheeled toys. They skilfully ride the bikes and cars around the garden. As a result, children take part in regular physical activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment. An electronic entry system is in place and the staff monitor the entrance by checking who is there before they let anyone in. The staff are welcoming to the parents and their children as they arrive at the setting and visitors are asked to sign the visitors' book. The accommodation is clean and the walls are filled with children's artwork. Children happily access the broad range of toys and equipment provided for them in the playrooms. These are age appropriate, stimulating and provide sufficient challenge.

The staff are fully aware of the safety policy and procedures and are vigilant with this regard. Children are never left alone and the gate leading from the playroom to the garden is kept closed. Effective strategies are in place regarding the monitoring of accidents in the setting. For example, working risk assessments are in place and all accidents are recorded. All low electric sockets are covered and there are no trailing flexes. As a result, children are able to explore and take risks while being appropriately supervised.

Children learn about fire safety through regular fire drill practises, these are recorded. Fire fighting equipment is in place and regularly checked. Children understand the rules of the nursery, for example, to tidy up toys and not to run in the rooms. Older children help younger children to remember the rules of the nursery, whilst in their family groups. As a result, children are learning to keep themselves safe.

The staff have a very good understanding of the child protection policy and a sound knowledge of what to do if they are concerned that a child might be at risk. As a result, children are safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children develop confidence and self-esteem; they respond positively to indoor and outdoor experiences. Children choose different paint brushes and experiment with different colours. Some children step into the sand box and other children explore the new den made out of natural resources.

Young children enjoy their stay at the nursery. For example, they enjoy singing time and happily make the animal noises when singing 'Old McDonalds Farm'. Babies enjoy being close to adults, they sit on their knee during story time with their own books, which they explore with their mouths. As a result, they happy and settled.

Children show keen interest as they play in the role-play area. A three-year-old takes a plastic tartlet with no filling, 'it's water' he says. Two children have decided to move house and are busy packing.

A two-year-old plays in the home corner, he re-enacts what he has seen as he plays with the microwave.

Older children enjoy looking at books a three-year-old is engrossed with the 'The three little pigs' story book. She takes her time looking at the illustrations and turns the pages slowly to the end. Younger children are beginning to forge friendships with each other. They smile at each other as they sit in the low chairs. Children and adults have a good relationship. Adults listen to the children and meet their individual needs through planning. Children's profiles are in place and reflect the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a sound knowledge and understanding of the Foundation Stage and how young children learn. The staff are committed to extending children's learning and move them on to the next stage of learning. They extend activities to include the local community and teach children the various aspects of different cultural festivals.

The learning environment and programme of activities is effectively organised to provide a broad and balanced range of activities and experiences across the six areas of learning. Planning is suitably established and linked to the areas of learning. These include staff deployment and inclusion of children with learning difficulties. Assessments are successfully linked to the stepping stones and children's starting points are discussed with their parents and key worker before they start in the Foundation Stage area.

Children are making good progress in the six areas of learning. The three and four-year-olds show increasing independence in selecting and carrying out activities. All children separate from their carers with confidence and have a very good sense of belonging. Children have an awareness of and show interest in cultural and religious differences. For example, a small group of three-year-olds recognise the race of the children in a book they are reading. They remember celebrating the cultural festival. Children enjoy imaginative play; a small group of three-year-old boys play in the home corner. One is ironing, one is looking after a baby doll and the third is talking on the telephone. Children have good opportunities to explore what happens if they mix colours, for example, a three-year-old mixes blue and yellow and says 'green'.

Children show interest in mathematics, for example, a three-year-old counts up to four by saying one number name for each item. Children recognise the numbers three and four. They have some opportunities for shape recognition, however, opportunities are missed for calculating. Children have very good opportunities to show interest in information and communication technology. They know how to operate simple equipment and can complete a simple program on the computer with help. Children are beginning to form the letters in their names. However, more opportunities could be provided for children to link sounds and letters.

Children negotiate appropriate pathways when walking and show respect for each other's personal space when playing. They have good opportunities to balance on the tyres in the garden and enjoy the ring games after lunch. A small group of children explore malleable materials as they squeeze and twist the play dough and use tools, such as plastic knives and spoons, to cut it. However, opportunities are missed for children to develop a good awareness of hygiene and healthy practices with regard to eating and hand washing.

### **Helping children make a positive contribution**

The provision is good.

Parents feel welcomed into the nursery and are aware of the open door policy. They are provided with very good information about the provision and their child's progress through discussion and written records. The parents fill in a care plan, which includes information about their child's personal needs. Effective systems are in place to ensure children are fully included in the setting. For example, the staff have a concise understanding of the inclusion policy and have received training with this regard. The staff work closely with parents and outside agencies to support the children. As a result, children are cared for by staff who work with parents to meet the individual needs of their child.

Children are mostly well behaved because the staff manage their behaviour in a way that is appropriate to each child's age and stage of development. As a result, children show confidence and the ability to stand up for their own rights. For example, a small group of three-year-olds sit at the computer. One child shouts at her friend who responds 'don't shout at me.' A member of staff is told, and ask the child why she shouted. The child responds. 'Because, she thought I was going to press the button and I wasn't.'

Children attending are from a variety of cultural backgrounds and are cared for by a culturally diverse staff team. The children access a good range of resources, which positively reflect diversity and acknowledge cultural differences. The children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. The parents are encouraged to be involved in their child's learning in a meaningful way. Newsletters are available and questionnaires are

accessible for parents' views. The parents are aware of the themes for the nursery and have access to their child's profile. These are linked to the stepping stones, but are not up to date. Therefore, information gained from assessments does not give a clear picture of children's progress

## **Organisation**

The organisation is good.

Recruitment and vetting procedures effectively ensure children are well protected and cared for by staff with knowledge and understanding of child development. For example, staff are qualified in childcare and are committed to continual improvement. All staff are vetted and a record is kept of this. New staff have stringent induction programmes, this includes child protection and anti-discriminatory practice.

The staff are very well deployed and make good use of space and other resources so that children are well cared for and supported during the day. As a result, the adult-child ratio positively supports children's care, learning and play.

All policies and procedures are in place, and work in practice, to promote children's good health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management are good. The leaders have a clear vision for nursery education and a strong focus on the personal development and achievement of all children and staff. For example, regular training sessions are conducted and a record is kept of all training attended. The early years centre teacher monitors and reviews children's attainments and staff are motivated through supervision, recognition and praise.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection there were no significant weaknesses to report with regard to education, but consideration was to be given to improving record keeping system used to record the children's attainment and progress. This has mostly improved.

Recommendations for care were to provide alternative storage for children's own buggies. A new pram shed is available for parents to store their child's pram away. As a result, children remain safe in the environment.

## **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure young children's privacy is always respected when changing their nappies.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities to keep profiles up to date so information gained from assessments gives a clear picture of children's progress
- provide more opportunities for children to link sounds and letters, and to practise calculating and shape recognition
- provide opportunities for children to be aware of hygiene and healthy practices with regard to eating and hand washing.

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