

Kentmere Early Years Centre & OOS Club

Inspection report for early years provision

Unique Reference Number	512412
Inspection date	01 May 2007
Inspector	Thecla Grant
Setting Address	Kentmere Avenue, Seacroft, Leeds, West Yorkshire, LS14 1BN
Telephone number	0113 2144126
E-mail	Kentmere@leedseyc.demon.co.uk
Registered person	Leeds City Council - Early Years Service
Type of inspection	Integrated
Type of care	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.

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?

Kentmere Early Years Centre is run by Leeds City Council Learning and Leisure. It opened in 1989 and operates from two rooms in a purpose build building. It is situated in the Seacroft area of Leeds. A maximum of 40 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 48 children aged from two years to four years on roll. Of these, 31 children receive funding for early years education. Children come from the local and surrounding areas. The nursery currently supports a number of children with learning difficulties.

The nursery employs 16 members of staff. Of these, 16 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners effectively follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Practitioners are trained in administering first aid and have appropriate permission and records in place regarding the administration of medication to children. Practitioners and parents have a clear understanding of the policy about children who are sick or who have infectious diseases.

Children's health is promoted by a wholesome nutritious and balanced diet. Meals are freshly prepared using fresh fruit and vegetables. Bread is cooked freshly and the menu is rotated on a three week basis. Suitable systems are in place with regard to sharing information about children's dietary requirements. However, these are not effectively shared between the kitchen staff. Meal times are a relaxed social occasion when children and adults sit together around the table to enjoy their food and each other's company. The children independently help themselves to cups and pour their own drinks at snack time. Children have a good understanding of healthy eating and discuss foods that are good for you.

Practitioners take effective steps to prevent the spread of infection by keeping the premises clean. They wear gloves when changing children's nappies and clean the changing mat and surface using anti-bacterial spray. Practitioners understand the importance of hand washing and make sure their hands are washed after nappy changing. Most children understand why they need to wash their hands and discuss germs. Children know that after using the toilet they must wash their hands and instinctively do so. However, children do not always wash their hands before eating snacks.

Children thoroughly enjoy the outdoor activities provided. They ride bikes skilfully around the garden, they practise running and racing. The children balance on balancing beams, climb the slope to the slide and slide down. The children show a keen interest in their garden. For example, some children independently water the plants and vegetables they have grown. The children happily explore the different areas of the well thought out garden and eagerly share in the activities provided in each area. As a result, children have fun in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and secure indoor and outdoor environment. Children in the under three's room listen to soft background music of nursery rhymes as they access activities. Practitioners are vigilant with regard to children's security and make sure the main doors are closed after parents enter. Practitioners warmly greet parents, therefore, they comfortably discuss issues regarding their children. The nursery is attractively organised to entice children to play and children's work is creatively displayed on the walls.

The children confidently access toys and equipment from easy to reach shelves. They use a wealth of toys and equipment that are of good quality. These support enjoyable activities that stimulate and challenge the children in ways appropriate to their needs. The garden is separated into three areas: one for wheeled toys, one for over three's and one for under three's. All children can access the garden from their room.

Practitioners are proactive in making sure children are safe in the nursery. They pick toys up when they become a trip hazard and teach children how to keep themselves safe. For example, they remind them not to run in the nursery with the scissors. Practitioners discuss with the children why they use sun screen protection. The children are reminded to put toys away at tidy up time, but are not reminded to pick toys up before they become trip hazards. A record is kept of all accidents in the nursery and parents are informed. Suitable systems are in place for monitoring accidents through risk assessments.

The children effectively learn about fire safety. They know the procedure for evacuation and in an emergency, and the provider regularly practises and records the date of each practise. Appropriate fire fighting equipment is in place and regularly checked. As a result, children are learning to keep themselves safe.

Children are protected because staff fully understand their role in child protection and are able to put appropriate procedures into practice. As a result, children are effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children in the under three's room enjoy their time at the nursery. They enjoy sharing stories and listening to nursery rhymes. Practitioners provide stimulating materials for the children to play with and children happily explore them. For example, they become playfully engaged as they access the treasure basket. They demonstrate their fine motor skills as they twine the small chain of beads around their fingers. Children playing at the play dough table pretend to make currant buns with an adult. As they do this the practitioner names different kinds of foods, asking if they like them. Later, children access the home corner and play with the plastic currant buns.

There are very good opportunities available for young children to respond to the world creatively. For example, a child under three-years plays in the water trough with water that is dripping from the tap. He decides to turn the tap on, but is directed to the water tray instead. When the child goes back to the tap his attempts to play in this area are acknowledged. However, the activity was not extended to accommodate his wishes.

Young children enjoy watering the garden and put their Wellingtons on to do so. Children are supervised as they play with the puzzles in the garden and have access to the outdoor home corner. Young children are able to make choices. Children choose to play in the gravel with a small spade. They pick gravel up with the small spade and pour it down the hollow tube. Children enjoy this activity and their interest is maintained for a long period of time.

Nursery Education

The quality of teaching and learning is good. Practitioners have a good knowledge and understanding of the Foundation Stage and how young children learn. The learning environment and programme of activities is effectively planned to provide a broad and balanced range of activities and experiences across the six areas of learning. Practitioners are allotted 'time out' to keep up to date with the children's profiles, these are effectively linked to the stepping stones. Practitioners make good use of their time and resources to support children's learning. Questions from practitioners mostly challenge and support children to achieve as much as they can. However, opportunities are missed to extend children's learning, for example, during the balancing, sand and garden soil activity.

Children are making good progress in the six areas of learning. They separate from their parents and carers with confidence and have a very good sense of belonging. They know what the areas of provision are called, for example, the movement area. Children are making friendships and seek each other out to share experiences. For example, two four-year-olds enjoy playing musical instruments together. Whilst one plays the drums the other dances. The children talk freely about their home life and discuss the vegetables they have planted with their grandparent.

Children have very good opportunities to use the computer and can use the mouse skilfully. They explore different media and materials during the art and craft activity. For example, a four-year-old sits at the craft table for an extended period of time. She concentrates as she sticks the animal bodies onto the paper. Children are beginning to form recognisable letters and some can write their own names. However, there are limited opportunities for them to link sounds and letters. Children listen to stories and show interest in illustrations. Opportunities for children to handle books carefully is seen in their profiles.

Children show interest in numbers and counting. For example, during the worm activity children count how many worms they have found and represent the numbers by using their fingers. They discuss which worm is the longest and count the number of legs on the woodlice. Children can count to seven on their own and use mathematical language in their play. For example, a four-year-old counts the straps on her shoe, she says 'I have three straps'. Children differentiate colours, such as blue and green, they have good opportunities to develop their imagination and enjoy dressing up as different fairy tale characters.

Helping children make a positive contribution

The provision is good.

Children are cared for by practitioners who skilfully work with parents to meet the individual needs of their children. Very good provisions are in place to work closely with the parents. Each day different activities are available for parents in the community room. The parents are encouraged to attend the 'mums and tots' classes. They receive support from the senior nursery nurse on things they can do with their children, for example, activities to do at home. Fruit and vegetables are sold once a week to encourage parents to be part of the healthy eating programme. Outside professionals are invited into the nursery to support parents, such as health visitors and child psychologists. Parents freely access the library and choose books with their children. They receive verbal and written feedback regarding the development of their children.

Practitioners are proactive with regard to implementing the extensive equal opportunities policy. Children happily access small world toys, dolls, puzzles and books, which positively reflect the diversity of the local community. Children listen to reggae music as they play with the movement ribbons. Children learn about the different cultural and religious festivals celebrated at the nursery. As a result, children effectively benefit from activities and resources which help them value diversity.

Effective systems are in place for the inclusion of children with learning difficulties. All children are able to participate fully because activities are thoughtfully adapted to meet their needs. Practitioners are strongly committed to inclusion and have undertaken relevant training, sometimes of a very specific nature to support a particular child. Outside professionals visit the nursery and individual learning plans are in place. As a result, children's individual needs are competently met.

The behaviour management policy is in place and shared with parents. Children develop self-esteem and respect for others through discussion and the achievement wall. For example, children's photographs are displayed in a star on the achievement wall when they have done something well. Practitioners have a high expectation of children's behaviour, they manage children's behaviour in a way that is appropriate to each child's age and stage of development. They make sure that children are not bored or frustrated but are busy and contented. As a result, children are mostly well behaved. Children's social, moral, spiritual and cultural development is effectively fostered.

The quality of the partnership with parents is good. Parents are effectively included in their children's learning. They are encouraged to become involved in the glitter mornings where parents assist with the arts and craft activities. Parents receive good quality information about the provision, but not the curriculum. They are well informed about their children's progress and achievements, through discussion, and they regularly make comments in the section identified for them in their children's profiles. Parents are invited to parent evenings and regularly receive news letters regarding what is happening in the nursery.

Organisation

The organisation is good.

Recruitment and vetting procedures positively contribute to children being protected as all practitioners are vetted. However, this information is not kept on the premises. Practitioners have an accurate knowledge and understanding of child development and a clear sense of purpose. They are committed to continual improvement and have attended relevant training and workshops to enhance their work with the children. As a result, children are cared for by adults who use their knowledge effectively to promote a wide range of learning experiences.

The induction programme is very good. For example, an induction file is in place to ensure practitioners fully understand the workings of the nursery. There is a mentor system, which is extended to support the less experienced staff.

Practitioners mostly ensure that the adult-child ratio supports children's care learning and play. They make good use of space and other resources so that children are well cared for and supported during their time at the nursery. Policies and procedures are in place and successfully work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management is good. The leaders have a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. For example, practitioners have time out each week to keep up to date with their profiles. The early years teacher evaluates long term aims. Equality of opportunity is successfully promoted because practitioners are trained in anti-oppressive practices and this is reviewed in team meetings and self monitoring forms. The leaders set directions which will lead to improvements in the organisation of nursery education by setting targets, reviewing and observation leading to relevant training.

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 in Education, but consideration to improving the availability of information to parents was highlighted. The parents are now able to access policies easier.

At the last inspection management was asked to improve the provision of Care, with regard to safety and documentation. Management now have risk assessments for all areas of the provision. All accidents are signed by parents and the behaviour policy has been extended to include bullying. As a result, steps taken have improved outcomes for children and the organisation of the provision.

Complaints since the last inspection

Since the last inspection 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 complaint record may contain complaints other than those made to Ofsted.

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 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):

- improve systems in place with regard to sharing information about children's dietary requirements and make sure children understand about the importance of hand washing especially before snack time
- make sure all documentation is available for inspections.

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):

- develop practitioners questioning skills to extend children's learning during child led and spontaneous activities
- provide more opportunities for children to link sounds and letters
- make sure parents have access to curriculum planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk