

Shakespeare Children's Centre

Inspection report for early years provision

Unique Reference Number	EY343237
Inspection date	25 April 2007
Inspector	Alison Margaret Walker
Setting Address	Shakespeare Primary School, Shakespeare Avenue, Leeds, West Yorkshire, LS9 7HP
Telephone number	01133 368344
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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?

Shakespeare Children's Centre opened in 2006. The centre operates from three rooms which includes the Deaf and Hearing Impaired Team room. The centre is new single storey building attached to Shakespeare Primary and Primrose High Schools in Burmantofts, an inner city area of Leeds. The children have access to two outdoor play areas.

The centre is registered to care for a maximum of 23 children from two to four years. There are currently 22 children on roll aged between two and four years. The centre is in receipt of nursery education funding for three and four-year-olds. There are seven funded children on roll. The centre supports children with learning difficulties and disabilities and those with English as an additional language. The centre serves the local and surrounding areas and opens five days a week, 52 weeks a year, except for bank holidays. Sessions are from 08.00 until 18.00. There are 11 members of staff who work with the children, all hold appropriate early years qualifications. The centre works closely with outside agencies and access services provided by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All staff are fully aware of individual dietary requirements, which are discussed in full with parents, such as allergies and personal preferences. Good arrangements are in place for first aid; most of the staff hold a current first aid certificate and there are fully stocked first aid kits available throughout the centre; one is always taken on outings. Written policies are in place regarding sickness, accidents and administration of medicines; these are fully implemented and shared with all parents. The premises and equipment are very clean throughout. Colour-coded cloths are used for cleaning specific areas. Each child has individual bedding which is changed and washed regularly. Gloves and aprons are worn by staff for nappy changing and food preparation.

The children have very good opportunities for fresh air and exercise as they are able to freely access the two enclosed play areas when they wish on a daily basis. They do this with confidence and excitement. Older children are beginning to recognise the importance of keeping healthy and what can contribute to this, for example, one child explains that apples are good for your teeth but sweets and cola are bad for them. Fruit is always available and there is also a fruit bowl in the reception area where children and parents can help themselves. This has a positive impact in promoting healthy eating at home. Nutritious and well balanced meals are provided. Children are able to serve themselves and talk about what they like, for example, 'I am going to have that one because it has cheese on' and 'I like gravy on my potatoes'. The children have good appetites and clearly enjoy their food. More able children handle cutlery appropriately and younger children are developing these skills. They sit together with members of staff to eat their food. This is a very sociable occasion where they talk about their families, friends and activities they have enjoyed, such as planting marigold seeds. Children regularly help prepare their own meals, such as sandwiches and vegetables for a stir fry.

Children wash their hands independently after painting, playing in the sand, after using the toilet and before eating. One child explains they wash their hands to stop germs getting in their mouth and making you poorly. Older children observe the effects of activities on their bodies, for example, after running their hearts beat faster. Children are reminded by staff to put their hands over their mouths when they cough and more-able children blow their noses independently and put the tissues in the bin.

Children handle tools, objects, construction and malleable materials safely and with increasing control, such as pencils, scissors and paintbrushes. Children's fine motor skills are developing well and they are able to complete intricate tasks, such as putting a straw in a small hole in a milk carton. They are able to use their bodies to create intended movement, such as rolling down a slope in the outside area. They thoroughly enjoy physical play outside and are competent in running in different directions; they climb and jump with confidence and pedal bikes backwards and forwards with ease.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is very welcoming and inclusive creating a relaxing atmosphere. Parents, children and visitors are greeted warmly by the staff on arrival. The children's work and photographs are creatively displayed throughout the centre, many of these at the children's

level so they are able to admire their own work. Space is used constructively and activities are well organised to meet the needs of all the children attending. Toys and equipment are on low shelves and the children independently choose their own activities. There is a very good range of toys, furniture and equipment available, which fully meets the needs of all children attending. All toys and equipment are in excellent condition, they are regularly checked and cleaned to ensure they are safe for children to use.

Children benefit from an effective range of safety measures, for example, all children wear safety wrist bands when they are on outings. Staff are diligent in ensuring children are safe both indoors and outdoors, they conduct regular risk assessments and ensure ratios are adhered to. The children are supervised at all times and are unable to leave the premises unaccompanied. The system for managing access to the premises is robust and unauthorised persons are unable to gain entry. A member of staff situated in the office consistently monitors access to the premises and there is a detailed record of all visitors. Children are protected from possible abuse or neglect as all staff have attended training, they are confident in implementing the child protection procedures, which are clear, fully understood and work well in practice. Child protection procedures are discussed in full with parents during home visits and the setting's written child protection policy is easily accessible.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The staff working with the younger children have attended 'Birth to three matters' training. They are very accomplished in implementing the framework. Planning and assessment systems are extremely effective for all age groups. All profiles are very informative, they are easy to read and written in plain English. They are kept up to date with lots of photographs and examples of children's work giving a clear view of what it is like to be a child in this setting. Children enjoy attention and being physically close to other children and familiar adults, for example, during mealtimes and playing with the parachute.

The staff know the children and families very well, for example, they are fully aware of children's individual needs, routines, religions, language and backgrounds. The provision meets the needs of all the children very effectively and as a result, the children thoroughly enjoy attending and are very happy and settled. Staff fully respect children's choices which encourages their ability to negotiate and bargain, for example, they are able to decide if they want to play outside as a free flow system is in operation. Children seen do this with extreme confidence and enjoyment.

Activities are exceptionally well organised. The children participate in an excellent range of activities both inside and outside, such as riding bikes, pushing prams, painting, water play, singing, looking at books, mark making. They are fully involved in activities, for example, playing with the parachute with a member of staff which is an extremely enjoyable and popular activity. The children are very interested in their environment and keen to find things out for themselves, for example, looking for bugs in the outside area and counting planes in the sky. All the children make sense of, and respond to, what they see, hear, touch, smell and feel. This is because the staff encourage all age groups to enjoy and explore sensory experiences, such as sand, water play, dough, paint and natural materials.

Nursery Education

The quality of teaching and learning is good. Most of the staff have attended training on the Foundation Stage and they all very competently put this into practice. They are supported by

the nursery teacher who has a wealth of experience in this area and this has a positive impact on their knowledge and understanding of the Foundation Stage. A wide range of activities and experiences are provided to cover all areas of children's learning. Planning is flexible to allow for spontaneous activities. Detailed planning for focused activities ensures clear learning intentions are identified for children. Assessment records for each child clearly show their approach to learning, their achievements and progress. They also clearly show planning for children's individual next steps in learning.

Children separate from their main carer with confidence. They show care and concern for themselves, for example, they go to the toilet independently, blow their own noses, put the tissues in the bin and wash their hands. They help themselves to fruit and drinks, however, they do not always pour their own drinks at mealtimes. They express their needs and feelings in appropriate ways. They seek out others to share experiences and form relationships with adults and peers, such as one child asked another to help build a bridge with large wooden blocks and another child asked a member of staff to read them a story. Children enjoy books, they hold them the correct way up and turn pages. More able children begin to recognise some familiar words, such as their names. They use writing as a means of recording, for example, they make a list of ingredients they need to make a sandwich. They also use writing for a purpose, for example, two children write letters and put them in envelopes and address them. Children show a clear preference to using their left or right hand to write, paint, spread glue and throw a ball.

Children show a keen interest in counting, for instance, counting their fingers to explain how old they are. One younger child proudly counts competently up to 21. Children regularly count when playing outside, they go up three steps and count how many are left to climb down. They clearly recognise numbers of personal significance, for example, their age. They confidently use size language, such as big and long when playing with dough. One child explains that the stone is heavy and that is why it sinks in the water tray.

Children show a keen interest in Information Technology and they are very competent at using the equipment. They access a wide range of equipment, such as the computer, smart board, digital camera, phones and programmable toys. This clearly supports their learning. They use their senses well to investigate, such as feeling an ice cube and talking about how it feels. Children enjoy listening to music and singing. They love dancing and have a good sense of rhythm. They have built up a repertoire of songs and explore the different sounds of instruments, such as drums and shakers. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

The staff manage the children's behaviour positively and consistently and according to the child's level of understanding and maturity, for example, they are calm and clear regarding routines and boundaries. The setting's behaviour policy is in place and shared with parents. As a result, the children are very well behaved; they are able to take turns, share, use manners and are cooperative at tidy up time. The children have a positive approach to learning and they show independence in selecting and carrying out activities, for example, putting on caps to play in the sand, aprons to play in the water tray and putting on their coats to go outside. The children can independently manage their own personal hygiene, such as washing hands and wiping their noses.

The children are developing a very positive attitude to others, understanding about the wider world and community through celebrating festivals and having access to a broad range of resources which show positive images of culture, ethnicity, gender and disability. For example, children help prepare food from different cultures and there are posters and signs in different languages, including British Sign Language. The centre very effectively supports children and parents who have English as an additional language. The staff show commitment to finding out about the individual child's language and culture which enables them to communicate effectively with the child and their parents. For example, a member of staff helps a parent with limited English to complete a form. All children communicate very well with adults and their peers. They are able to demonstrate their preferences and feelings by verbal and non verbal language. There is a strong emphasis on the use of British Sign Language by staff and children. This significantly enhances the integration and communication skills of the hearing impaired children. The staff ensure that all children, whatever their ability, are included in activities. This may involve moving the activity lower, using specialist equipment and increasing staffing ratios. They work closely with parents and outside agencies, such as speech and language therapists and the Deaf and Hearing Impaired Team.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through regular discussions with staff, newsletters, photographs and noticeboards. Parents have opportunities to share what they know about their child through home visits, during the effective settling-in procedure and by regular discussions with staff. They are well informed about their child's achievements and progress both verbally and through the profiles, which they are encouraged to look at and contribute to. For example, they bring family photographs in. The parents are encouraged to be involved with their child's learning. For example, they help their children self-register on the smart board each morning and children take work home with them at weekends and holidays based on the current theme. Children are learning about Spring at the moment and they have extended their knowledge further at home by looking for related plants, trees and animals with their parents. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The environment is very well organised; staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. The children are grouped effectively, taking into account their individual needs and abilities. For example, children will only move up to the next room when staff feel they are ready. Children benefit from well-deployed staff who consistently interact with them and give children effective support and encouragement, which helps them feel secure and confident. All of the required documentation is in place; it is easily accessible and stored securely, such as emergency contact details. However, the registration certificate is available but not displayed. Good adult-child ratios ensure the children receive the attention and support they require. A good system is in place to record the staff's and children's daily attendance; this is accurate and up to date. There is a good induction procedure in place for staff. This covers areas such as child protection, health and safety.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education and have regular opportunities for staff development, such as attending training, regular supervisions and staff meetings. All the staff are fully involved in planning the curriculum and the assessment records are well written, regularly updated, monitored and evaluated. This helps the staff to identify strengths, areas for improvement and

to influence future planning. The staff work well as a team, they compliment each other's areas of expertise and show a genuine passion for their work. They are fully supported by the management team who influence good practice by example and enthusiasm. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take 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 records may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure registration certificate is displayed.

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):

- further promote children's independence at mealtimes, for example, pouring their own drinks.

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