

Scott Hall Early Years Centre

Inspection report for early years provision

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Registered person Leeds City Council
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Scott Hall Early Years Centre is one of many nurseries run by Leeds City Council. It opened in 1974 and operates from three rooms in a purpose-built building. It is situated in Scott Hall, 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, apart from Wednesday when the nursery closes early for staff training at 14.30. The nursery is open for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from 11 months to under five years on roll. Of these, 24 children receive funding for early education. Children mainly come from the surrounding areas. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 19 members of staff. Of these, 15 hold appropriate early years qualifications and two members of staff are working towards early years degrees. The nursery receives support from the local authority and the emphasis is on learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All staff are fully aware of the individual dietary requirements and preferences in full discussion with parents. The setting employs a cook, who has completed food hygiene training. The menu is displayed for parents to see and meals are wholesome. Fresh fruit is readily available for children to help themselves to during snack time. Mealtimes are a sociable event; for example, the staff sit with the children and they chat happily together. The children have independent access to drinks at all times and babies are offered drinks regularly.

The staff take positive steps to promote the good health of children, for example, staff wear gloves and aprons during nappy changing and the nappy changing mats are kept clean and in good condition. Each child has their own bedding, which is washed regularly and prevents cross-contamination.

Satisfactory arrangements are in place for administering first aid and medication. There are six fully stocked first aid kits available and four of the staff hold a current first aid certificate. Written policies are in place regarding sickness, accidents and administration of medication; these are fully implemented and shared with all parents.

The children have daily opportunities for fresh air and outdoor play, such as accessing the outdoor play area. They can manage their bodies to create intended movement, for example, while throwing a ball. The children can also move in a range of ways, for example, one child did a forward roll down the hill. The children have access to a satisfactory range of large and small equipment, such as a slide, balls and wheeled vehicles. They also enjoy balancing on crates and tyres. The children engage in a wide range of activities requiring hand-eye coordination, such as using scissors, pencils and paintbrushes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is warm and welcoming with good evidence of children's play and activity. Parents and children are warmly welcomed on arrival. Children's work is attractively displayed on the walls and photographs of children at play and involved in a range of activities are on display. The parents seating area is informative as the setting's policies and procedures and useful leaflets are on display. Most of the children, with the exception of the children in the baby room, are able to directly access their designated outdoor play area and are able to free flow in and out of the premises. As a result, the older children tend to spend most of their time playing outside.

The children are developing an awareness of safety through practising emergency evacuations regularly. The children are kept safe and free from harm. They are supervised at all times, are unable to leave the premises unattended, and are never left alone with persons who have not been vetted. The system for managing access to the premises is good, unauthorised persons are unable to gain entry and there is a record of visitors.

There is a satisfactory range of toys, furniture and equipment available, which meets the needs of all children attending, such as cots and low chairs. Most of the resources are in satisfactory condition and are regularly checked and cleaned. However, some of the resources need replacing

or repairing. This is because they are either worn or damaged, for example, some of the children's books have been torn and have not been repaired.

Staff mostly use toys, equipment and materials effectively to ensure children are provided with an interesting range of activities that promote children's learning in all areas, such as age-appropriate utensils for eating, child-size tables and chairs. However, some areas of provision are in need of replenishing, such as sand and paper.

Children are protected from possible abuse or neglect as staff implement child protection procedures which are robust, fully understood and work in practice. For example, the staff are very experienced in working in partnership with social services. They are skilled at recognizing, recording and reporting concerns. All staff have completed child protection training and the settings child protection procedure is shared with parents. This includes what is to be done if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Staff working with the younger children have attended 'Birth to three matters' training. They confidently implement the framework and the planning and assessment systems are effective for this age group. Babies' emotional needs are well met as they receive plenty of individual attention and cuddles. They are made to feel special by key persons and parents handing young babies directly to each other at the beginning and end of the day. Staff are effectively deployed so that a key member of staff is available to care for the babies and young children at all times.

The children are happy, settled and confident in the setting and enjoy learning. Staff talk to young children explaining what they are doing which encourages children to link words with actions. They create inviting areas for children to sit and chat with friends which encourages them to be with others and make conversation, for example in the various book areas and the heuristic area within the toddler room. The children have good opportunities to be involved in messy play; this is throughout all age groups, such as babies painting and playing with sand and water. The staff encourage the children to try new activities, for example, a small group of two and three-year-olds enjoyed making dough with the staff.

Nursery Education

The quality of teaching and learning is satisfactory. Teaching is appropriate for all groups of children. Practitioners understand the children's needs and provide a broad range of activities and experiences. All staff who work with the funded children have completed Foundation Stage training. The main member of staff working directly with the funded children, does have a sound knowledge of the Foundation Stage, uses a good range of teaching methods and has a good understanding of how young children learn and progress. However, some of the other staff who are working with the funded children are less confident in applying the curriculum. On occasion, the staff do not always question the children effectively, as there are many missed opportunities to ascertain what the children know, understand and can do. For example, while the children were washing their hands before lunch, the staff did not question the children about their knowledge in regards to healthy practices.

Assessment records clearly show the children's approach to learning, their achievements and progress. Additionally, these clearly identify what needs to be included in planning for children's individual next steps in learning. A new planning system is currently being implemented, which

responds to the children's individual needs and interests. The system is easy to follow and all staff working with the funded children know how each part fits together. Additionally, plans are regularly reviewed, for example, daily evaluations are undertaken.

The nursery teacher is responsible for monitoring the curriculum and the children's progress and this is done through the use of observation monitoring sheets. However, there are missed opportunities in some areas of learning for the children to develop their skills and understanding, such as mathematical development and knowledge and understanding of the world.

All children separate from their main carer with confidence and talk freely about their home and community. The staff group the children effectively, for example, during story time, the children are read to in small groups. As a result, the children enjoy listening to stories, they can maintain attention, concentrate and sit quietly when appropriate. The book area within the room is well used by the children. The children enjoy independently selecting and looking at books. Also, some children choose to re-visit the book that was read to them during story time.

The children are developing satisfactory counting skills and enjoy participating in counting songs and rhymes. However, there are missed opportunities for the children to show an interest in number problems, for example, while setting the table for lunch. The children understand and use size language, such as big and little. They remember significant events which have happened to them. Children are given opportunities to discuss past and present events in their lives and the more able children do this with confidence. The children know that tools can be used for a purpose, for example, one child made a kite using paper, glue, sticky tape, scissors and string. However, because the children do not go out on visits, there are limited opportunities for children to show an interest in the local environment.

Children are able to freely develop their creativity and use their imaginations well. The children are able to express preferences and understand that different media can be combined. They are able to sing songs and rhymes from memory. They use available resources to create props to support their role in play. The children play alongside other children engaged in the same theme, for example, two children were pretending to be a well known action hero. Overall, children make sound progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents is satisfactory. The parents receive clear and detailed information about the educational provision through regular newsletters and notice boards. Parents have good opportunities to share what they know about their child through regular discussions with staff and an effective settling in procedure, which includes a home visit. They are well informed about their child's achievements and progress. For example, they are invited along to parents' evenings and some of the children's parents do take their child's assessment record home to look at. However, there are limited opportunities for parents to be involved in their child's learning and none of the parents are currently adding their comments or observations to their child's assessment record.

The staff are good role models, they are calm, positive and friendly. They know the children and parents well. As a result, the children are friendly, cooperative and take a keen interest in visitors. The children are well behaved, for example, they enjoy helping to tidy up and some

children use good manners without being prompted to do so. All the staff have completed behaviour management training and have a consistent approach to managing children's behaviour, which is reflected in the setting's behaviour policy.

The staff team are experienced in identifying and working with children with learning difficulties and disabilities. They are committed to working in partnership with parents and outside agencies to ensure children receive good support. For example, staff have attended training in order to meet children's individual needs, regular meetings are held with parents and other agencies and individual education plans are fully implemented.

The setting benefits from having some staff that are bilingual, who can speak many different languages, such as Urdu, Hindi, Swahili, Gujarati and Punjabi. The children are developing a positive attitude to others and a satisfactory understanding about the wider world and community. This is being promoted by developing local links, for example, a steel band from a local primary school came to play for the children during the nurseries Carnival celebrations. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management of the nursery education is satisfactory. The staff team are generally committed to improving care and education and there are clear plans in place for improvements, such as making changes to the outdoor play area. However, the recommendation and point for consideration, which were raised at the last care and nursery education inspection, have not been addressed.

Practitioners make satisfactory use of their time and resources to support children's learning, for example, all planned activities are taking place, the staff work well together and the physical environment is being constantly improved. However, not all areas of provision are well stocked.

There have been recent staff changes and new staff have been employed, which includes a new senior management team. There have also been recent staff shortages, mainly due to staff sickness. However, satisfactory ratios have been maintained during this period. For example, the nursery managers have worked directly within the rooms, caring for children and supporting staff.

The staff have created a friendly and calm environment in which to care for the children. Each session is planned for in advance and the staff are effectively deployed. As a result, all the children are happy and settled. The staff work well as a team, they are fully involved in planning, evaluating and developing practice, for example, through staff meetings, planning meetings and supervisions. Staff have regular access to relevant training, for example, Foundation Stage, behaviour management, child protection and 'Birth to three matters'.

An established system is in place for staff, student and parent inductions. The registration system is effective and this clearly shows when staff, visitors and children are present. All the required documentation is in place, such as a complaints record. However, not all personal information regarding children and families is securely stored. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The recommendation and point for consideration that were raised at the previous care and nursery education inspection have not been met. Therefore, partnership with parents has not been strengthened and the under two's access to their designated outdoor play area has not been improved.

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 complaints 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 access to the outside play for the under two's
- ensure that all toys and equipment are suitable for use, such as books
- ensure that all areas of provision are well stocked and are replenished when necessary
- ensure that all personal information regarding children and families is securely stored.

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):

- continue to strengthen partnership with parents, provide opportunities for parents to be involved in their child's learning and encourage parents to add their observations to their child's assessment record
- ensure that the staff effectively question children, so that they have a clear understanding of what the children know, understand and can do
- provide opportunities for the children to solve simple mathematical problems
- provide opportunities for children to show a greater interest in their local environment.

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