

# City & Holbeck Day Nursery

Inspection report for early years provision

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**Unique reference number** EY375402  
**Inspection date** 26/03/2009  
**Inspector** Rachael Flesher

**Setting address** City & Holbeck Children's Centre, Hunslet Hall Road,  
Beeston, Leeds, LS11 6ET  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

City and Holbeck Children's Centre Nursery is one of a number of nurseries run by 4 Children (Kid's Clubs Networks). It opened in 2008 and operates from purpose built accommodation within the children centre close to St. Luke's Primary School in the Beeston area of Leeds. All children share access to a secure enclosed outdoor play area. The children's centre offers a range of services to support children, young people and their families. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for 30 children. There are currently 45 children on roll in the early years age group, attending on a full and part-time basis.

The nursery is in receipt of funding for the provision of free early education to children aged three and four. It supports children with learning difficulties and disabilities, and who speak English as an additional language. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The setting employs 10 staff who hold, or are working towards, a level 3 qualification. One member of staff is working towards Early Years Professional Status and another is working towards the National Professional Qualification in Integrated Centre Leadership. Links are in place with local schools and early years settings.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff work hard to ensure every child and their family feel welcome and supported, valued and included. The effective key person system, partnerships with parents and other professionals, and assessment and planning arrangements in place, ensure the unique welfare and learning needs of all the children are met. The outcomes for children are promoted well and as a result, children are making good progress in their learning and development. Self-evaluation systems provide the management with a good idea of their key strengths and areas they plan to develop, with clear targets in place to ensure continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems for involving the whole team in reflective practice and self evaluation processes
- provide further opportunities for babies and children to play and learn outdoors
- support staff to develop their knowledge and skills to enable them to support, challenge and extend children's thinking and learning through effective interactions, questions and adult-led activities

## **The leadership and management of the early years provision**

All documentation, policies and procedures required for the safe and efficient management of the setting are in place. These are effective and regularly reviewed. They are shared with parents and ensure children are safeguarded, included, and their welfare promoted and their needs met. Staff are well deployed and have a clear understanding of their roles and responsibilities. They are effectively led by a fully committed, well-qualified manager. All staff receive feedback through appraisals, and training and professional development needs are identified and provided for accordingly. The Ofsted self-evaluation form is used to successfully identify the strengths of the provision and areas for further development. The views of parents and professionals are also sought through questionnaires and feedback from external quality monitoring visits. All this information is used to inform the action plans for improvement. This is used as an ongoing reflective tool with clear targets set for future improvements that will have a significant impact on the outcomes for children. However, self-evaluation processes do not currently involve the whole team.

Effective information sharing systems are in place with parents and other professionals. Support is available to parents with English as an additional language by accessing translation services and utilising bilingual staff to ensure all parents are fully informed on a daily basis. Detailed information is gathered from parents before children start, such as, key words from their home language, interests, likes, dislikes and things important to them at home. This helps them settle and establish their starting points. A range of internal and external services is accessed to further support children and their families in order to meet their needs. Partnerships are in place with local schools and other providers where children attend to provide support during times of transition and to ensure continuity in their care and learning.

## **The quality and standards of the early years provision**

Children are happy, settled and participate eagerly and with enjoyment in a safe and stimulating environment. The effective key person system in place ensures individual care routines are followed in line with home and babies have developed strong bonds with their key person. The key person gathers information from the child, their parents, other carers and any professionals involved with the child, in a way that the child and family feel respected, valued and included. This information is used to ensure the emotional and physical well-being of the child and establish good relationships with parents and families. This enables practitioners to build on family and cultural practices when tuning into children's needs and ideas. Any additional needs are identified early and children are appropriately supported. Unique needs of each child are recognised and different needs are catered for to enable every child to fulfil their potential.

Staff help children to understand how to keep themselves safe, be healthy and maintain their personal care. Good hygiene practices are fostered and meals and snacks are well balanced and nutritious. Children are learning about how to keep

themselves safe and take risks within a safe environment and have reasonable opportunity for physical exercise and fresh air. Children's independence is promoted well as they decide for themselves when they would like a snack or drink and serve themselves. Children confidently move around the setting choosing and directing their own play and learning, as all resources and activities are stored to ensure they are readily accessible to all. Children are well behaved, learning to take turns, share, and play nicely with each other, developing their friendships.

The indoor learning environment is well organised and attractively presented and babies and children become deeply involved in their chosen activities and resources. Resources are of high quality and the areas of continuous provision such as sand, water, role-play, small world and creative workshop, ensure children have play opportunities to help them learn and develop across the six areas of learning. Babies enjoy exploring and investigating the heuristic play resources, the lights in the sensory area, books, sand and paint. Children access the design and making area and create pictures with glue and collage materials, practise their emerging writing and solve problems as they complete jigsaws and thread beads. However, not all the staff demonstrate the same level of skill and confidence in supporting, challenging and extending children's thinking and learning as they interact with them during their play.

Doors lead from each room directly into the outdoor play area, which provides opportunities for children to be active and develop their physical skills, such as balancing, climbing, running and ball games. Plans are in place to further enhance the outdoor provision. However, this area is not fully utilised, as outdoor play is limited to set times. Each child has a learning and development file where children's progress is recorded through photographs and narrative observations and these are attractively presented to engage parents. Each child's key person tracks their individual progress towards the early learning goals, identifying their current interests, learning styles, needs and next steps in their learning to inform the planning accordingly; thus ensuring provision is personally meaningful and motivating to them. As a result, all children are making good progress towards the early learning goals and outcomes for children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met