

Gipton South

Inspection report for early years provision

Unique reference number EY384781
Inspection date 16/06/2009
Inspector Abigail Caroline Cunningham

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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).

Description of the setting

Gipton South Children's Centre is one of many children's centres which are run by Leeds City Council. The setting opened in 2009 and operates from three rooms within a new one-storey modular building in the Gipton area of Leeds. The children have access to three outdoor play areas. The setting is registered to care for a maximum of 30 children. There are currently 12 children aged from 18 months to under five years on roll. The children's centre currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language. The provision is registered on the Early Years Register. The children's centre serves the local and surrounding areas and opens five days a week, all year round, except for bank holidays. Sessions are from 08.00 until 18.00. There are seven staff who work with the children and all of the staff hold appropriate early years qualifications. The children's centre access services provided by the local authority, with the emphasis on learning through play.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff team are good at promoting the children's welfare and they are working well to ensure all children are included and their individual needs are fully met. Self-evaluation takes into account the views of parents and staff and it is effective in identifying priorities for improvement. The children are making good progress in their learning and development. They spend a great deal of their time playing outside, show an interest in the natural world and have fun developing their creative skills.

What steps need to be taken to improve provision further?

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

- extend the systems in place for obtaining information from parents to include information about their child's starting points and abilities as they enter the children's centre
- provide the children with opportunities to show an interest in technology and the wider world.

The leadership and management of the early years provision

An effective settling-in procedure is fully in place, which includes a home visit. As a result, the children settle well and enjoy coming to the setting. For example, one child skipped happily into the children's centre and very much enjoyed visiting the setting. There is an established system in place to gain information about children before they start at the children's centre, which includes their individual needs, routines, backgrounds and home language. However, this does not extend to obtaining their starting points and abilities from parents, as they enter the children's centre. Parents receive regular information via the room noticeboards

and daily feedback from the key people working with their child. Staff also explain about the Early Years Foundation Stage during home visits and some parents are also adding their comments to their child's learning journal.

There are clear improvement plans in place and these are devised after the views of parents and the staff team have been sought. For example, the setting are planning to make improvements to the menu, in consultation with the catering agency. Key members of staff are experienced in working with children who have learning difficulties and/or disabilities. They have attended relevant training and implement effective procedures in order to work in partnership with parents and other professionals. For example, the staff have built effective links with a speech and language therapist, so that the children attending receive good support.

Written risk assessments are regularly undertaken and reviewed. The children rehearse emergency evacuations at regular intervals and benefit from a good range of safety measures being in place, for example, through the use of safety gates. The children 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 as unauthorised persons are unable to gain entry and there is a record of visitors.

Detailed written policies, procedures and documentation are in place to ensure children's welfare is safeguarded and promoted. For example, the safeguarding policy and procedure is shared with parents. The staff have completed either internal or external safeguarding children training and this is also included within staff induction procedures. As a result, the staff demonstrate a sound understanding of safeguarding issues and procedures, in line with the Local Safeguarding Children Board guidance; for example, the staff have experience of recording concerns, making referrals and working in partnership with other agencies.

The quality and standards of the early years provision

The staff have created an extremely organised and welcoming environment in which to care for the children. For example, each session is planned for in advance, staffing ratios are consistently high and the children are given good support. Parents, children and visitors receive a friendly welcome from the staff on arrival. The children's work is attractively presented on the walls and photographs of the children playing with a good range of activities are on display. The reception area is informative; for example, the setting's registration certificate, staff photographs and policy file are on display. All areas are extremely well resourced with good quality resources, which are mostly made from natural materials, such as wooden furniture and toys. Additionally, each child has an individual coat peg and basket for their belongings.

The children have direct access to the outdoor play areas from each of the playrooms and the children happily free-flow in and out. As a result, the children enjoy playing outside and spend a great deal of their time outdoors. For example, the children enjoy smelling the fragrant plants in the garden and searching for mini

beasts, on leaves and under the wooden trapdoors. They enjoy climbing on the fixed play equipment and balancing along the wooden beam. Babies enjoy the challenge of crawling up the grass mounds and through the willow tunnels. The children enjoy playing outside in all weathers, as the setting has provided the children with sun hats and waterproof suits and footwear.

The staff have a sound understanding of how children develop and learn. For example, the activity planning responds directly to the children's individual needs and interests. The system for assessing and recording the children's development accurately identifies children's achievements and progress and shows the staff's planning to promote the children's next steps in learning. Monitoring systems are fully in place so that the staff can quickly identify and address any gaps in the children's learning. The children have a positive approach to learning and can stick at tasks for extended periods. For example, one young child enjoyed participating in a sticking activity for approximately 30 minutes during the morning session and spent a further 30 minutes during the afternoon session finishing off their picture.

The children have good opportunities to be involved in creative and messy play, such as playing with the sand, water, corn flour and paints. The children engage in a good range of activities requiring hand-eye coordination, such as threading and weaving. They confidently use one-handed tools and equipment and young children are attempting to write their own names. They also enjoy counting, for example, while threading with the wooden fruit, a young child successfully counted four bananas.

The children have good opportunities to mix with children from different cultural backgrounds and the staff find out about important words in the child's home language. The children respond well to the encouragement and praise that they receive from staff and are well behaved. They independently select and carry out activities and can use good manners without being prompted to do so. The children enjoy helping others, for example, one young child enjoyed helping a member of staff set the tables for lunch and another child had fun helping a member of staff to apply sun cream. The children have some opportunities to find out about the local community, such as going out on visits to the park and shops. However, there are limited opportunities for the children to develop their knowledge and understanding of the wider world and technology.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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