

# Gipton North

Inspection report for early years provision

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**Unique reference number** EY384782  
**Inspection date** 05/11/2009  
**Inspector** Thecla Grant

**Setting address** Gipton North Children's Centre, Thorn Walk, Gipton, Leeds,  
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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Gipton North Children's Centre is one of many nurseries run by Leeds City Council and opened in 2009. The Children Centre operates from three main play rooms within a new one storey modular building, in the Gipton area of Leeds. The children have access to three outdoor play areas. The Children Centre serves the local and surrounding areas, and operates Monday to Friday between the hours of 8am to 6pm.

The Children Centre is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 25 children aged from birth to under five years on roll. The Children centre has develop close links within the local community, and constantly liaises with the local school.

There are 10 staff working with the children, all of whom hold an appropriate early years qualification. The manager has the National Professional Qualification in Integrated Centre Leadership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children centre is accessible, inclusive and welcoming to all. Effective arrangements exist to promote welfare and ensure the safety and health of the children is met. Most safety procedures are securely implemented, and children make good progress in their learning and development. Observations and assessments are mostly used to plan and develop children's learning. Systems are generally in place to evaluate the strengths and weaknesses of the provision, although risk assessments are not unique to the setting. The capacity to maintain continuous improvement can be clearly seen through plans for the future, which are effectively communicated and targeted.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- develop risk assessments so they identify aspects of the environment that need to be checked on a regular basis, and maintain a record of these particular aspects and when and by whom they have been checked. (Suitable premises, environment & equipment) 16/11/2009

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

- further develop children's assessment for learning by analysing and reviewing

what you know about each child's development and learning to make informed decisions about the children's progress and plan the next steps to meet their development and learning needs

- further develop information from observation and assessments to plan activities that are tailored to the needs and abilities of individual children
- make sure regular evacuation drills are carried out and record details in a fire log book of any problems encountered and how they were resolved.

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

Clear policies, strategies and procedures ensure the safeguarding and welfare of children. The provision has developed clear links with key agencies, and staff know and understand safeguarding issues and know how to implement procedures. Steps are taken to ensure that children are safe and secure whilst at the provision. For example, entrance to the setting is electronic and includes a camera, so staff can identify who is entering the building. Staff have devised risk assessments to identify weaknesses and used these as a working document to ensure safety checks are completed. However, risk assessments which identify aspects of the environment that need to be checked on a regular basis, are not fully in place and the emergency evacuation drill is not yet practiced.

Resources are good, fit for the purpose and able to support children's learning and development, as a result, children are able to access all areas of learning independently. Staff are effectively deployed and are committed to keeping abreast of new ideals and changes in childcare practices and principles and have attended courses such as, equality and diversity. Further to this staff have a good understanding of their roles and responsibilities in promoting equality and diversity, for example, they value children's linguistic diversity by recording familiar words in the children's home language. Leaders and managers clearly communicate their vision to the staff. As a result, plans for the future are well established. For example, the project 'every child is a talker' is implemented.

The provision is highly committed to working in partnership with other agencies and takes the lead role in establishing effective working relationships. For example, outreach workers are employed to forge links within the community. Parents have a good relationship with the staff. They are well informed about their children's achievements and progress, and have good opportunities to share what they know about their child's development, particularly when their child first starts to attend.

## **The quality and standards of the early years provision and outcomes for children**

The learning environment both indoors and outdoors is very good. Children access a wealth of age appropriate resources in their play rooms. Staff in the under two's area constantly support the children as they leave their parents, looking at the children's needs and wants as they do so. Older children confidently leave their parents. They show increasing independence selecting toys and equipment, and

confidently join in with activities. Children are provided with opportunities to use their home language in their play. As a result, they develop a positive sense of racial and cultural identity. Children enjoy playing in the magical garden, each garden is unique to the ages of the children and they thoroughly enjoy playing in them. For example, young children exploring how to play with the football actively learns how to kick it; trap doors and gates leading to know where stimulates children's need to investigate their surroundings. As a result, children enjoy their learning and achieve well.

Children are motivated and interested in what is provided; they are constantly challenged and enjoy their learning. Children learn new words such as, 'spring onion' as they play shops, and have regular opportunities develop their language skills through the specific areas built for language support. Young children enjoy creating music from the bells in the sensory area, and develop the ability to solve problems as they reason how many bricks they can build before the tower falls down. As a result, children develop skills for the future. Children's health and bodily awareness is promoted through good hygiene practices and nutritious meals, therefore, children make healthy choices about what they eat and drink.

Observation and assessments are firmly in place and staff use the children's profiles and daily diaries to look at how the children are progressing. However, information from observation and assessments are not consistently analysed to plan activities that are tailored to the needs and abilities of individuals, and planning does not reflect personalised learning. Older children learn about safety through tidying away the toys once they have finished playing with them to prevent trip hazards. Younger children show they feel safe in the provision by snuggling into the staff and some have formed strong attachments to the staff. However, children do not know what to do in the event of an emergency. Good systems are in place to prevent the spread of infection, and children are well looked after if they have an accident or become ill whilst at the provision, because staff are qualified in delivering first aid.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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