



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 512407

DfES Number: 523582

INSPECTION DETAILS

Inspection Date 11/03/2005
Inspector Name Abigail Caroline Cunningham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Scott Hall Early Years Centre
Setting Address Potternewton View
Leeds
West Yorkshire
LS7 2DW

REGISTERED PROVIDER DETAILS

Name Leeds City Council

ORGANISATION DETAILS

Name Leeds City Council
Address Potternewton View
Leeds
West Yorkshire
LS7 2DW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Scott Hall Early Years Centre is managed by Leeds Childcare and Early Development Service. The nursery opened in 1974 and is situated in the Scott Hall area of Leeds and operates from three rooms in a purpose-built building. 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 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 66 children aged from 10 months to under five years on roll. Of these 27 children receive funding for nursery education. Children come from the surrounding area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 16 staff. Twelve of the staff, including the management team hold

appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Scott Hall Early Years Centre provides good quality care for children. The premises are warm, welcoming and clean. The community room has recently been re-decorated to a very high standard. There is good evidence of children's work displayed attractively throughout the building. Most age groups have direct access to the outdoor play area from their play rooms. The outdoor play provision for the over three's is excellent.

The staff team are organised and work well together. Staff are aware of what needs to be improved and demonstrate a commitment to developing their practice. A good staff induction programme encourages staff to effectively implement the settings policies and procedures. All of the required documentation is in place and records

are confidentially stored.

Food and drink is nutritious and complies with dietary and religious requirements. The staff have a high awareness of all risks to children's health and safety and ensure that the physical environment is safe and secure. The staff recognise the children as individuals and meet their differing needs well. The children are settled, very well behaved, have warm relationships with the staff and are keen to communicate with them.

The nursery have recently purchased new toys, equipment and furniture for the under three's. There is an excellent range of toys and activities available for children from three months to five years. There is a very good range of resources, which reflect positive images of culture, ethnicity, gender and disability. All children are able to access toys and equipment independently. Effective procedures are in place to support children with special educational needs. Planning and assessment systems are fully established for all age groups.

The staff warmly welcome children, parents and visitors into the setting. The staff are very approachable and friendly. The parents are well informed about the provision and their children's progress.

What has improved since the last inspection?

At the last inspection there were a few actions raised relating to documentation. The nursery now records accidents on individual sheets, the complaints procedure includes Ofsted's address and contact number and records of children's individual needs are confidentially stored. All issues relating to documentation are now fully addressed ensuring that records are stored securely, confidentially is maintained and parents have access to the settings complaints procedure.

What is being done well?

- Organisation of the setting is good. Staff are effectively deployed. A well organised, established system is in place for staff and student inductions. The registration system is effective, this clearly shows when staff, visitors and children are present. The staff work well as a team, are committed to improvement, are fully involved in planning, evaluating and developing practice. Staff have regular access to relevant training, for example, child protection, birth to three matters and foundation stage training.
- The children are interested in their surroundings, engage in activities which sustain their interest and are happy and occupied. The staff build positive relationships with the children, they know them well and take an interest in what they say and do. There is a consistent approach to behaviour management, which is based on realistic expectations of children's differing abilities. The children are very well behaved, friendly and are co-operative at tidy up time.
- Positive steps to promote safety within the setting are taken to ensure the children are kept safe and free from harm. Risk assessments are undertaken

regularly, fire equipment is tested and emergency evacuation procedures are practiced and recorded. Staff implement child protection procedures which are robust, fully understood and work in practice.

- The setting is currently working towards an inclusion charter mark. The staff team are experienced in identifying and working with children with special educational needs and have a wealth of knowledge. Effective procedures in place to support children with special educational needs. The staff team are committed to working in partnership with parents and outside agencies to ensure children receive good support. Some staff have received relevant training. The staff utilises space and equipment within the setting very well and activities are adapted to enable all children to take part. Individual education plans are fully implemented.

What needs to be improved?

- the under two's access to the outside play area.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 4 | Improve access to the outside play area for the under two's. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Scott Hall Early Years Centre offers a very good quality provision, which helps children make very good progress towards the early learning goals in all six areas of learning. Teaching is very good. The staff have a secure knowledge of the foundation stage and effectively challenge and extend the children's learning. They are fully aware of the children's abilities and individual needs. Staff set clear and consistent boundaries, which encourages the children to be very well behaved. Planning and assessment systems are fully established and the staff plan and implement a very interesting selection of activities, which effectively links to the six areas of learning. There are effective systems in place to support children with special educational needs and children who speak English as an additional language.

Leadership and management is very good. The settings aims are achieved in practice because the staff are skilful and work very well as a team guided by confident and well informed management. There is a strong commitment to improvement, and training and the professional development of staff. There is a strong staff team, which is committed to evaluating and reviewing practice to improve the care and education it provides. The setting know their strengths and weaknesses and act effectively on their evaluations to make improvements.

Partnership with parents and carers is very good and this helps children to learn. The parents receive clear and detailed information about the educational provision through leaflets, newsletters, notice board and policy file. Parents have good opportunities to share what they know about their child through regular discussions with staff, parents page and parents evenings. They are mostly encouraged to be involved with their child's learning. Parents are well informed about their child's achievements and progress.

What is being done well?

- The staff team give high priority to nurturing the children's personal, social and emotional development. They create a secure atmosphere where children develop good attitudes and dispositions to learning. The children show excitement and are motivated to learn. They are developing good relationships and behaviour is of a high standard. Both three and four-year-olds are eager to participate on their own or as part of a group. The children are involved in a very good range of activities which encourage the children to develop their confidence and self esteem, ensuring that they have a positive self-image.
- Children with special educational needs are included in all activities. Staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from activities.

- The children are given regular opportunities to practice their writing skills and develop their knowledge of letter sounds for example, phonetic name song. Children know how to use books, most children understand that print carries meaning and some children are able to read their own and other's names. More able children know that the author is the person who writes the book and the illustrator is the person who draws the pictures in the book.
- An excellent range of physical activities and resources ensure that children's progress in physical development is very good, for example movement and play sessions.

What needs to be improved?

- partnership with parents

What has improved since the last inspection?

Very good progress has been made in tackling the key weaknesses identified in the previous inspection report. These required the nursery to develop the existing procedure for planning the educational programme and assessing and recording the children's progress towards the early learning goals. Identify each child's learning needs and use this information effectively to inform future planning. Plan more activities for the more able children to learn about letters by shape, sound and name. Assessment systems have been developed to show how children are working towards the early learning goals and these clearly identify the next steps for learning. The staff use this information to inform future planning. Activities have been adapted to provide additional challenges for the more able three and four-year-olds. More opportunities have been provided for children to link sounds to letters, for example name cards with picture phonics and the phonics fun booklet which is used in the mark making area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children have a positive approach to learning. They independently select and carry out activities and are co-operative at tidy up time. Both three and four-year-olds settle well and are confident. They form good relationships with adults and peers. Some children show care and concern for others. The children are very well behaved and independent. Many can dress and undress themselves with very little or no help, for example putting own aprons and Wellington boots on.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Both three and four-year-olds use language to imagine, re-create roles and experiences. Children use talk to connect ideas and anticipate what might happen next. They are able to listen carefully and respond enthusiastically to stories and songs. More able four-year-olds can write their own name and are able to read familiar words. The children have very good opportunities to link sounds to letters and both three and four-year-olds are confidently naming and sounding letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most three and four-year-olds can count up to ten. More able children are able to use numbers in everyday situations and can recognise and name numerals from 1-10. The children can use language to describe and compare size and shape and can re-create simple patterns. They are beginning to show an interest in number problems for example, while helping to set the table for lunch. The children understand and use positional language such as up and down.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn effectively about their environment and the natural world. They are very confident in using everyday technology, selecting tools and construct using a range of materials. Children independently investigate living things and objects and learn to identify their features e.g. using magnifying glasses. They are given opportunities to discuss past and present events in their lives. The children are beginning to know about their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Some children are experimenting with different ways of moving, for example rolling over and kicking upwards during the movement and play session. Children handle tools, objects, construction and malleable materials safely and with increasing control. They are able to use an excellent range of small and large apparatus with confidence, control and co-ordination. The children show awareness of space, themselves and others and are beginning to recognise the importance of keeping healthy.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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The children use their imagination well. They use available resources to create props to support their role in play. Three and four-year-olds are able to express preferences. They are able to confidently sing songs and rhymes from memory. More able children are beginning to move rhythmically to music. The children understand that different media can be combined. They are beginning to describe the texture of things and are able to work creatively on a large and small scale e.g. painting boxes.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- strengthen partnership with parents, provide more opportunities for parents to be encouraged to be involved in their child's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.