



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 512420

DfES Number: 523608

### INSPECTION DETAILS

Inspection Date 18/03/2004  
Inspector Name Ann Dockerty

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Burley Park Early Years Center & OOS Club  
Setting Address St Matthias Street  
Burley  
Leeds  
West Yorkshire  
LS4 2DZ

### REGISTERED PROVIDER DETAILS

Name Leeds City Council

### ORGANISATION DETAILS

Name Leeds City Council  
Address St Matthias Street  
Burley  
Leeds  
West Yorkshire  
LS4 2DZ

## 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

Burley Park Early Years Centre and Out-of-school Club has been operating for 30 years, the premises are located in Burley, an inner city area to the north west of Leeds city centre and serves the local community.

It operates from purpose built ground floor premises, which provide an office, staff and visitors facilities, 3 play rooms, areas for heuristic play and group activities, areas for community use, a kitchen, a laundry and toilets. Wheelchair access can be accommodated. An enclosed outdoor play area is available.

The nursery is registered to provide 50 places for children aged between the ages of three months and five years, and the out-of-school club provides 18 places for children aged four and nine years and currently has 56 children on roll.

The OOS club facilitates children who attend Kirkstall Valley and Burley St Mathias Primary schools.

There are a number of children currently attending who have special needs and whose first language is not English. There are 18 funded three and four year olds attending.

The facility operates between the hours of 8.00 and 18:00 Monday to Friday during the full year with the exception of staff training days and bank holidays.

All staff have suitable child care qualifications.

The group has links with the Childcare and Early Years Development Service and plans to participate in Leeds Quality Assurance Scheme

### How good is the Day Care?

Burley Park Early Years Centre provides satisfactory care for children. Children are cared for in a warm, welcoming environment which is safe and secure, however visitors to the premises are not always recorded. Children's safety is maintained

through consistently applied procedures.

An effective induction process ensures staff understand their roles and responsibilities.

There is a very high ratio of qualified staff, but there are no effective contingency plans in place to cover staffing absences.

Very good interaction by the staff supports the children's learning and children's individual needs are well met. Toys and equipment are presented and organised effectively in all areas which ensures that all resources and activities are easily accessible and promote equality of opportunity.

Staff in the baby room provide varied and well planned activities and there are excellent resources and activities for the older children to develop their mathematical thinking. Activities and opportunities for children of all ages to develop their imagination and creativity are particularly strong.

There is an appropriate range of resources for children who attend the out of school service.

Routines for health and hygiene help children develop their personal care skills, and older children know why and when they need to wash their hands. Older children do not always have the opportunity to make choices and become fully independent during meal times

The staff use meaningful strategies to manage the children, they make good use of praise and encouragement to reward good behaviour.

Meals are healthy and nutritious and meet the individual dietary needs of all children well.

Parents receive clear information regarding all aspects of the nursery and the care their children receive.

Most of the required paperwork is in place, however some do not contain sufficient detail and are not always stored confidentially.

Records are well organised, accessible and up to date.

#### **What has improved since the last inspection?**

Not applicable .

#### **What is being done well?**

- There are excellent resources and activities for older children to develop their mathematical thinking, and children use mathematical experiences enthusiastically.

- Staff interact very well with the children, they use language to support the children's learning and understanding.
- Activities and opportunities for all children to develop their imagination and creativity through music and heuristic play are particularly strong.
- A high ratio of qualified staff working directly with the children ensures their developmental needs are well met.
- The system for induction to both the nursery and wider organisation ensures that staff are fully aware of their roles and responsibility.

#### What needs to be improved?

- the signing and confidentiality of accident records
- the record of visitors
- the contingency plans for staffing
- the complaints procedure
- the opportunities for older children to make choices and become independent during mealtimes

#### Outcome of the inspection

Satisfactory

#### 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 must take the following actions by the date shown

Std	Action	Date
7	Ensure that all accidents to children are recorded and signed by parents.	18/03/2004

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

Std	Recommendation
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2	Ensure that there is an effective contingency plan in place to cover staffing shortages.
3	Consider ways to increase opportunities for older children to make decisions and develop their independence skills during mealtimes.
6	Ensure records of visitors are maintained.
12	Ensure that all records are maintained confidentially.

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

### How effective is the nursery education?

Burley Park Early Years Centre offers very good quality provision and education where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff's very good knowledge of the foundation stage, enables them to plan and assess children's progress towards the early learning goals effectively. There are excellent systems in place to support children with Special Educational Needs. The management of behaviour is very good. Children are reminded of the agreed codes in a positive manner, which they respond well to. As a result the nursery has a calm and friendly atmosphere where children are secure and can progress well in each area of learning. Interaction with children includes very good use of mathematical language, and communication, language and literacy is well planned to enable children to develop good early reading and writing skills.

Leadership and management is very strong, and well structured. Staff are well motivated and supported, to promote good quality early years practice. They each know their own roles and responsibilities well in the nursery, and show a commitment to ongoing development.

Partnership with parents is very good. Parents are well informed of all aspects of nursery life. They are given comprehensive information about the curriculum and the progress of their child. Key worker relationships are good. They are encouraged to be involved in their child's learning by further developing the activities at home.

### What is being done well?

- The planning and assessments for the curriculum are excellent. Plans cover each area of learning very well. Clear evaluations are recorded for each individual child, enabling staff to track children's progress towards the early learning goals effectively, by making good use of the stepping stones.
- Excellent support systems are in place for children with special educational needs. This ensures that children are fully included and make appropriate progress. Very good resources and equipment is available which meet children's individual needs effectively.
- Staff promote the use of maths, and communication language and literacy very well through both planned and practical activities.
- Resources are well organised, particularly in the technology and creative areas, to enable children to make their own independent choices and develop their own ideas.
- Children are able to explore their environment and the natural world in many ways. They are excited and highly motivated to investigate new learning

experiences.

- There are many opportunities given for children to be able to develop their creativity through music, movement, art and design.

#### **What needs to be improved?**

- Point for consideration:
- The Information technology (IT) resources, to ensure that they are working effectively, to enable children to extend their learning when using IT equipment.

#### **What has improved since the last inspection?**

The nursery has made very good progress since the last inspection. More opportunities are now given for children to begin to recognise their names. Many signs and print are displayed in all areas, and all children's work is named. The children are encouraged to begin to write their own names and make marks. They have their own name pegs, placemats and self registration schemes. Picture cards and photographs also help younger children to recognise their name by association.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a strong sense of belonging, which makes them secure and enables them to learn effectively. They behave very well, and are developing a good understanding of the agreed behaviour codes. Older children are able to concentrate for long periods of time at activities of their choice. They can freely make independent choices, and develop their own ideas.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Older children are confident speakers, and can initiate good conversations with both adults and each other. Their early reading and writing skills are well developed through the good use of books and mark making equipment. Younger children are developing abilities to recognise familiar print and their names. Older children are becoming very confident at writing both their names and familiar letters. All children are able to make many attempts to make marks and write for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can count up to ten, and beyond. Some older children are confident at recognising numerals up to nine. They are all developing good concepts of shape, size and position. Older and more able children are successfully developing early calculation skills and use mathematical language effectively in both planned and practical activities. Most can instruct a programmable toy with increasing confidence.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are highly motivated and interested to learn about the environment and the natural world both indoors and outdoors. They ask questions which enable them to extend their learning. Most are confident at selecting their own materials, to design construct and build. Older children can use Information and technology equipment to support their learning well, but may be restricted if equipment does not always work effectively.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of equipment both indoors and outdoors, which enables them to balance, climb, crawl and jump confidently. Most children manage small tools and malleable materials safely and with good control and co-ordination. All children are developing good health and bodily awareness, and effectively learn the importance of developing good personal hygiene skills.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children can express their ideas and feelings effectively through music, art and design. All children enjoy singing and know a good repertoire of songs. Many recognise rhythm and can match movements to music. They can explore a range of colours and textures and know their colours well. Children use their imaginations well, they can select a range of resources, to help them relive real and imagined experiences.

**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:*

- Point for consideration:
- Improve information and technology equipment so that it is always effective in supporting children'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.*