

Meanwood Children's Centre

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Meanwood Children's Centre first opened in January 1974. It operates from three rooms within a purpose-built children's centre. It is situated in Meanwood, Leeds. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 8pm to 6pm, apart from the first Wednesday in every month when the nursery closes early for staff training at 4.00pm. The nursery is open for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. There are currently 85 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and disabilities and also a number of children with English as an additional language.

There are 18 members of staff who work directly with children in the early years setting, 13 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides good quality early years provision and the outcomes for children's health, safety and behaviour are outstanding. Children's individuality is recognised and nurtured. Management have a clear vision and focus for the setting, based on putting children at the heart of all its work. There are excellent and established systems to work with parents and others to support children's learning and ensure continuity of progression. All previous recommendations have been fully addressed to improve outcomes for children. The nursery generally makes good use of self-evaluation to identify their strengths and areas for development and act on these to make improvements and take steps to address any weaknesses.

What steps need to be taken to improve provision further?

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

- improve self-evaluation and reflection systems to meaningfully involve all staff, parents and external agencies involved to identify strengths and key priorities for future for development that will improve outcomes for children and the overall provision.

The effectiveness of leadership and management of the early years provision

There are exemplary systems in place to keep children's safety and promote their welfare. Staffs' comprehensive awareness of safeguarding issues ensures that relevant procedures are implemented consistently to ensure that any concerns are dealt with effectively. The designated person has a wealth of knowledge and expertise, which is used to deliver training to other professionals. Robust and extensive recruitment and vetting procedures ensure that suitability of the adults looking after children and central records are held for all staff, volunteers and students. Staff have a shared purpose and collaborative approach to children's care and education and work well as a team, guided by confident and well-informed management to ensure that the nursery runs smoothly. There is a strong commitment to improvement and the professional development of staff whose training needs are met through regular development plans.

The key worker system is used successfully to deliver personalised learning and development to ensure that children get the best start in life. High quality assessments, tracking documents and data allow staff to monitor the progress of different children, including those with learning difficulties, disabilities, gender and for whom English is an additional language. Gaps in children's achievements and appropriate challenges for gifted and talented children are fully addressed. Equality of opportunity is placed at the heart of the nursery and staff have an excellent knowledge of children and families backgrounds. Attractive displays of religious festivals and portraits of children using skin tone materials, as well as comments from children about how they tasted noodles and used chopsticks to celebrate Chinese New Year. This ensures that children learn about and to value different aspects of their own and other people's lives. Staff effectively use empathy dolls and learn key words in various community languages to communicate with parents and children.

The nursery engages children and parents in seeking their views through regular informed discussions and questionnaires and acts on these. For example, children commented that they would like to see more art work in the bathroom and this resulted in having more displays of art work including handprints and a 'germ gallery'. Self-evaluation is generally effective, although this does not fully involve all parties.

The nursery has excellent partnerships with parents and works effectively to meet children's needs. Information about the centre and its provision for nursery is of a high quality, comprehensive and accessible to all parents. Records of children's progress are of a high standard and systematically shared with parents who work together to identify the next steps and are provided with tailored advice about how they can actively be involved in supporting their children's learning. Established exchanges of information ensure that communications between all partners involved with children are highly effective to successfully promote learning, ensure that children get the support they need and ensure smooth transition to school.

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

Children make good progress in their learning and development because staff have a secure knowledge of the Early Years Foundation Stage. Good quality records of children's achievements and their interests are used to inform planning and provide a range of age appropriate and interesting activities and play opportunities both indoors and outdoors. Children are confident and keen to learn, their self-esteem is supported by staff who are sensitive to their needs. Staff provide children with good opportunities to extend their language as they listen to and value what children have to say and encourage children to develop their own ideas and thinking through spontaneous conversations and effective questioning.

Children use number language spontaneously as they describe how their figure has got two legs. A designated maths area promotes children's knowledge of mathematical language and simple calculation skills. Babies have strong attachments to staff and enjoy taking part in singing and action rhymes. Self registration and name cards help older children to recognise their names and most children are able to link the letters to the alphabet and write their names where all the letters are correctly formed. Children use 'superhero play' to draw treasure maps for their pirate game and a road and train track on a large scale. They create 3D objects using cartons and boxes and paint these using their favourite colours.

Children demonstrate an excellent understanding of the behaviour required to keep themselves and others safe. For example, they say that they must not touch the plugs, fight or throw toys. They use equipment such as scissors and explain that they have to be careful with scissors because you might hurt someone or cut their head. Exciting visits from the community police officer mean that children learn about the people who help them and their roles. Children regularly practise fire evacuations and fully understand that they must stand outside somewhere safe and call the firemen. Children show a strong sense of security and are confident to confide in staff because the 'teachers look after us'. The high quality interaction and clear routines ensure that toddlers and babies are settled and self-assured.

Children have an excellent understanding of the importance of good personal hygiene and how hand washing makes sure that they wash the germs off otherwise they will be sick. They independently access tissues to clean their noses and know that they need to go in the bin. Staff have completed training regarding Health, Exercise and Nutrition for the Really Young and the nursery have also gained 'five stars' for hygiene. Reminders from staff not to put the serving spoon in their mouth increases children's knowledge about spreading germs. The nursery benefits from a male full-time cook who provides a positive role model as well as a wide range of freshly prepared, tasty and well balanced meals and snacks. Children have a superb understanding of healthy eating and know that fruit is good for them and chocolate and sweets will make their teeth fall out. They confidently explain how they brush their teeth 'one and two times', using their fingers to count to two. Mealtimes are a relaxed social occasion where staff sit and eat with the children and maximise opportunities for communication and engage in interesting conversations about a variety of topics. Children also remind each other that it is

not good manners to talk with their mouths full and that they have to say please and thank you.

Innovative opportunities in the outdoor play area improve children's physical skills as they create a pirate ship using construction on a large scale. Staff work extremely well to promote children's thinking, creative and imagination and children's play is enhanced as they look through a telescope and walk the plank. Children comment that the movement area is their favourite and show off their dancing skills. They recognise the changes to their bodies after exercise and explain that it makes their hearts go 'da dum, dad um fast'. All children have high levels of confidence and self-esteem and work exceptionally well with friends and independently. They show an excellent understanding of good behaviour and explain 'we are kind'. Staff use positive methods to manage children's behaviour and encourage children to take responsibility for their own behaviour. A 'chill out' area gives children opportunity to calm down and reflect. As a result children are consistently well-behaved and well-mannered.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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