

Quarry Mount Children's Centre

Inspection report for early years provision

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Inspector Kay Armstrong

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Quarry Mount Children's Centre is one of many children's centres run by Leeds City Council and has been registered since 2002. The provision operates from five rooms on site at Quarry Mount Primary School in the Woodhouse area of Leeds. Children also have access to secure enclosed outdoor play areas. The provision is open Monday to Friday from 8am to 6pm all year round, except for bank holidays. The provision serves children and families who live in and around the local community.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 67 children under eight years may attend the setting at any one time. The provision currently takes children from six months to five years of age. There are currently 86 children on roll, all of whom are in the early years age group. This includes 51 children who are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 13 members of staff who care for the children. All of whom hold a qualification at level 3 or above in early years. Of these, two members of staff are currently working towards an early years degree and one member of staff holds Qualified Teacher Status. The staff team work closely with outside agencies and access services provided by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and thrive in this inclusive environment because staff have a good understanding of the Early Years Foundation Stage Framework. A range of interesting and stimulating activities are provided to promote children's development in most areas of learning. Effective partnership with parents, carers and other early years providers ensure children's unique and individual needs are recognised and met. Good systems are in place to monitor and evaluate the provision demonstrating a commitment to continuous improvement and promoting positive outcomes for the children.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to practise and extend their problem solving, reasoning and numeracy skills in everyday activities
- make better use of the information gained from observation and assessment to systematically inform the planning of future activities
- review procedures to ensure regular evacuation drills are carried out to

enable all children and staff to become familiar with the routines.

The effectiveness of leadership and management of the early years provision

Children are protected and effectively safeguarded as staff clearly demonstrate they have a good understanding of the procedures to follow if they have concerns about children's welfare or safety. Robust policies and procedures, including safe recruiting methods, ensure that children are protected and well cared for. Detailed risk assessments ensure all potential hazards are minimised providing a safe environment for children. However, although emergency evacuations are practised they are not carried out regularly enough to enable all children and staff to become familiar with the routines.

Staff are effectively deployed to ensure good and consistent levels of support for all the children are maintained. Staff respect the children in their care and ask permission from them before carrying out everyday care routines, such as helping them to dress or changing their nappies. This practice helps to empower children and therefore supports them to feel safe and secure.

Positive partnerships with parents and carers, other professionals and providers of the Early Year Foundation Stage have been established. This contributes significantly to children's care, well-being, learning and inclusion. This is particularly true for children with special educational needs and/or disabilities and children who speak English as an additional language. The effective key person system ensures children benefit from good levels of interaction and care from familiar adults who know them well. All records, documents, policies and procedures are well maintained, regularly reviewed and updated when applicable.

Equality and diversity are promoted well through a broad range of resources and activities which foster children's understanding of the world around them. There are effective systems in place to monitor and evaluate the provision. The leadership and management of the setting is effective. The staff team work well together and demonstrate a positive commitment to continuous improvement. For example, they have successfully met the recommendations raised at the last inspection and areas for improvement to enhance children's learning and overall welfare have been identified and are targeted well.

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

Children are enthusiastic, active and inquisitive learners who thoroughly enjoy their time in the setting. They make good progress in most areas of their development because staff plan a wide range of challenging activities that capture children's imagination. Staff make sensitive observations of individual children's achievements, interests and learning styles which show the next steps in their learning. However, this information is not always used to inform the planning of future activities. Children's 'learning journeys' are well supported with written

observations and photographic evidence of children's development.

Children's communication skills are well supported throughout the setting. Staff listen carefully to young children and respond positively to their early speech patterns. All staff ask children open ended questions and give them time to respond, which helps them to think and reason for themselves. Older children make marks with a purpose as they 'write' their names in sand with their fingers and attempt to put their names on their creative work. Staff use mathematical language with children and they clearly understand many mathematical concepts. Some children count with ease up to 19 when prompted during an activity. However, opportunities for children to practise and extend their problem solving, reasoning and numeracy skills in everyday activities are less well developed.

Interesting learning environments are provided both indoors and outside for all the children. The areas of continuous play are well resourced and children are able to select from a broad range of toys and books easily, fostering their choice and independence. Children develop skills for the future as they are able to access computers and a range of programmable resources. Babies and young children have fun as they explore a wide range of creative and messy play. They learn to control their bodies and develop skills in coordination as they wave ribbons and silky material around, squealing with delight. Older children experiment as they add water to the sand and they concentrate well as they mix the elements together.

Children are developing a good knowledge and understanding of healthy lifestyles. They are encouraged and supported by the staff to develop good personal hygiene routines. Snack and mealtimes are extremely sociable occasions as children chatter together whilst they eat. They are developing a good sense of personal safety. They understand the rules because staff explain to them the possible dangers and consequences of their actions. Children cooperate and share while they play; they have clearly developed positive relationships with the staff and firm friendships with each other.

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

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| 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

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| 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 | 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 | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met