

Harehills Children's Centre

Inspection report for early years provision

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Inspector

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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

Harehills Children's Centre was registered in 2006 and is a phase one, stand alone purpose built centre. It is situated in the inner city area of Harehills, north east of the centre of Leeds in West Yorkshire. The nursery operates from two rooms and children have access to three enclosed playgrounds for outdoor play. Families from the local and wider area access the centre. The nursery is open each weekday from 8.00am to 6.00pm

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 79 children under eight years, of whom, 79 may be in the early years age range. There are currently 101 children on roll aged from one to four years who attend a variety of sessions. The setting provides funded nursery education to those children eligible to receive this and also provides funded places for two-year-old children. The setting is currently supporting children who use English as an additional language and children with special educational needs and/or disabilities.

The setting employs 12 members of staff who work directly with the children along with a management team of five staff including the Children's Centre Teacher who has Early Years Professional Status. All staff members, except for two, hold an appropriate early years qualification ranging from Level 2 up to Level 6. The setting receives support from a range of sources within the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective and outcomes are consistently good and exemplary in significant elements. There is strong leadership and management and policies and procedures are effectively implemented by staff overall. There are superb systems for planning and individualised observational assessment, which means that children make significant progress in their learning given their capabilities and starting points. The provider places the promotion of equality of opportunity at the heart of all its work and children's uniqueness is unquestionably valued and celebrated. The setting has a highly positive relationship with all groups of parents and carers and they are exceptionally committed to working in partnership with others and take the lead role in establishing effective working relationships. There are high aspirations for quality and leaders and managers are exceptionally successful in inspiring the staff to work towards meeting or sustaining ambitious targets.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that staff and children consistently wash their hands after noses are wiped.

The effectiveness of leadership and management of the early years provision

There is a superior awareness of safeguarding issues among the adults at all levels, all of whom receive regular training. Their collaborative working with other key agencies is exemplary and comprehensive policies and procedures are implemented consistently and robustly to ensure that concerns are promptly prioritised and dealt with effectively to keep children safe. Staff additionally monitor children's welfare and score their well being and involvement regularly in order to identify and address any potential issues. There are robust recruitment and vetting systems, risk assessments are meticulous and accidents are monitored regularly to further promote children's welfare. Security of the premises is excellent and signs further remind adults about safe practices.

There are first class systems for engaging all groups of parents. Initial home visits and effective settling in procedures undoubtedly contribute to families building trusting relationships with staff. There are outstanding arrangements for overcoming communication barriers, such as the use of interpreters and photograph packs. Parents share what they know about their child through detailed 'care needs' and 'all about me' forms. There is an informative array of notices and displays, accompanied by photographs to support parents and keep them updated. For example, there is information about behaviour management, supporting early literacy skills and the use of dummies and baby bottles. Daily diaries are provided along with regular newsletters and parent evenings provide a more formal forum for sharing children's progress. Parents are encouraged to attend training courses which have led to them, for instance, making a book of their child's interests to share with them. Resources, such as speech and language sacks, provide home tools for parents to support learning and in preparation for transition to school staff have started making things to show what to include in healthy lunch boxes.

The setting is highly committed to continuous improvement and exceptionally well targeted plans are set through extensive self-evaluation tools. Processes for managing the performance of staff and their professional development are used exceptionally well and they are enthusiastic and motivated to attend training where ideas are then skilfully implemented to enhance outcomes. The setting are currently working towards the Leeds Domestic Violence Quality mark which focuses on staff awareness of how to support parents and children experiencing this. Excellent strides have been made since the last inspection, including addressing recommendations. There has been a great emphasis on the emotional and physical environment as part of the thriving child project and there have been many enhancements. The setting also pilot new initiatives, such as the Common Assessment Framework for families. Parents are fully consulted on a range of aspects and their suggestions are successfully improved upon. They express extremely complimentary comments about the service and support provided.

The extent and effectiveness of partnerships with other providers, organisations and services is outstanding and there are superior systems for identifying and supporting children with additional needs. This is achieved through meetings and reviews, by following care or education plans, and an early support pack has been devised and includes information from different teams of professionals that can be shared by the family. Inclusion is superior and the setting undoubtedly works exceptionally hard to narrow the achievement gap for particular individuals or groups of children, such as boys and Gypsy Roma Travellers. They challenge and tackle discrimination and prejudice including partaking in inspiring projects, such as the Stephen Lawrence Award, and through extensive equality and diversity training. The children come from a wide range of backgrounds and the environment superbly reflects these. There are 17 community languages used within the setting and staff clearly value such linguistic diversity. Dual language signs, notices, posters and words adorn the walls and parents have contributed to this.

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

Children's confidence and self-esteem is superbly fostered including through the involvement of parents. After training on social and emotional development staff looked at how to support parents through behaviour management projects to help them to look at the use of the word 'naughty'. They provided a 'feelings' curtain and spoke to parents about how their children may feel. Parents then wrote feelings in their own language against faces reflecting different emotions. Children's continued emotional well being is given utmost priority when they are moving to a new setting through well considered transition arrangements. Children are highly sociable, linking up with their peers in a range of play situations, and staff focus on teaching them conflict resolution and giving them a voice to say 'No'. The setting's excellent practices in supporting social and emotional development, including case studies, is now used as part of the delivery of training for other settings. Children clearly feel safe and secure in the setting and they confidently take managed risks under close supervision. Visits from the local fire service or community police team, provide further opportunities for children to effectively learn about dangers and keeping safe.

An inspiring range of exciting activities arise from an exceptional range of planning tools that highly consider individuals' needs and interests. Staff unquestionably build on learning progressively and there are comprehensive systems for individualised observational assessment. Children's capabilities and abilities are expertly identified and their next steps are clearly targeted. Children develop excellent habits as active, inquisitive and independent learners and this is undoubtedly supported by adults' skilful interaction and questioning and a highly accessible, rich and vibrant environment. This is enhanced with bright displays, posters and photographs including in the areas of continuous provision. Spontaneous events, such as children talking about what they have had for lunch, also lead to interesting activities. For example, a cabbage is brought into the

setting as some children are unfamiliar with this. They explore it with intrigue as they feel the patterns on the individual leaves, smelling these before painting them creatively.

There are exemplary arrangements for supporting children's communication, language and literacy skills which is particularly relevant to the needs of a significant number of children who attend. For example, staff attend speech and language workshops, including Makaton, the environment is rich in print of all kinds and different types of books are readily accessible along with a wide range of opportunities to make marks. Children use language confidently and imaginatively as they explore outdoors, express their needs, such as asking for help to put on their coat or shoes, and talk about what they are doing. Even the youngest children are helped to recognise basic words, such as their name, as they find their place mat at lunch time. Children confidently operate simple programmes as they use equipment, for instance, the interactive learning board.

Children's all round good health is promoted to an excellent standard overall. Staff have superb access to training, such as 'Henry' which focuses on promoting health, exercise and nutrition for the really young. It addresses issues, such as healthy eating, portion sizes and exercise. Such good practices are cascaded to parents through innovative and exiting displays. There is free flow to outdoor areas which are clearly very popular and extensively equipped, for instance, with interesting apparatus for climbing, balancing and swinging and different textured surfaces, such as grass, bark and soft rubber. The setting is also involved in the Northern Ballet project, initially set up for the funded two-year-olds. A ballet dancer is visiting the setting for five weeks and a trip is also planned for parents and children to the North Ballet company. Activities are going to be cascaded to all children by staff who have accessed training on the project. The provision of meals and snacks is excellent and the designated cook meets individual dietary needs to a high standard, ensuring inclusion. Her superb hygiene standards are reflected in the five stars awarded through the 'Scores on the Doors' food hygiene rating scheme. Visitors from the dentist and community health team, for instance, further enhance children's understanding of healthy practices. Staff model and encourage mostly effective routines, although there is inconsistent hand washing after nose wiping.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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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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