

# Chapel Allerton Children's Centre

Inspection report for early years provision

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**Unique reference number**

512561

**Inspection date**

22/03/2011

**Inspector**

Duncan Gill

**Setting address**

Blake Grove, Chapel, Allerton, LEEDS, LS7 3LT

**Telephone number**

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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

Chapel Allerton Children's Centre is one of many nurseries run by Leeds City Council and opened in 1994. The children's centre operates from three rooms in a one storey building on site at Technorth College, in the Chapel Allerton area of Leeds. The children have access to two outdoor play areas. The setting is registered to care for a maximum of 56 children from three months to five years. There are currently 87 children aged from three months to under five years on roll. The nursery receives funding for early education. The nursery currently supports a number of children who speak English as an additional language. The children's centre serves the local and surrounding areas and opens five days a week, all year round, except for bank holidays. Sessions are from 8.00am to 6.00pm Monday, Wednesday, Thursday, Friday and 8.00am to 4.30pm on a Tuesday. There are 21 staff who work with the children. 16 of these hold early years qualifications at Level 3 and above. Two staff have an early years qualification at Level 2 and one staff member is working towards a recognised early years qualification. The 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 are kept safe as staff have an excellent knowledge of safeguarding and most of the required documentation is in place to promote children's health and well being. They make good progress in their learning and development as they access a wide range of activities across the six areas of learning. Self-evaluation is well targeted and focused to bring about improvements in outcomes for children. Partnership with parents and other agencies is excellent and used effectively to ensure all children's individual needs are well met.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact with the child; and who has parental responsibility. (Safeguarding and promoting children's welfare) 12/04/2011

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

- develop children's opportunities to practice early calculation skills in everyday routines.

## **The effectiveness of leadership and management of the early years provision**

Staff have attended safeguarding training and have an excellent knowledge and understanding of signs of abuse to be aware of and also the correct reporting procedure to follow with any concerns. Highly effective links with other agencies involved in protecting children are in place. Robust recruitment procedures are followed and all staff have been appropriately vetted. Effective risk assessments and monitoring of accidents ensure risks are effectively minimised and children play in a safe and secure environment. Most of the required documentation is in place which contributes to children's health and well-being; however records of parental responsibility and legal contact are not clearly recorded.

Resources are deployed very well, providing children with an environment in which they have lots of choice and independence in what activities they select. A very good range of toys and play equipment is well maintained and freely accessible to children. The outdoor environment is vibrant and provides children with a wealth of play and learning opportunities across the curriculum, whether it be digging for worms, or walking through the gate to nowhere to develop their imagination.

Effective methods for self-evaluation are in place. Staff and parents can comment on the nursery and suggest ideas and improvements. Target setting is realistic and staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, for example first aid and safeguarding. The vision of the nursery is shared at staff meetings and children's views are taken into account when evaluating activities to enable them to contribute to evaluation.

Comprehensive information is provided for parents, through newsletters, notice boards and daily discussions. Partnership with them is highly effective and they have excellent opportunities to be involved in their children's learning and development, for example through parent evenings. Parent planning slips enable them to provide information on observations they have made at home, children's likes and interests. This is then used by staff in planning.

Children with special educational needs or who speak English as an additional language are well supported by staff who gain all the necessary information to meet their individual needs. Excellent partnership working with other professionals ensures that a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential.

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

Staff have a good knowledge and understanding of the children's individual needs, gaining detailed information from parents. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children

from parents and staff ensure that children's achievements are accurately recorded. These are then used very effectively to inform planning of activities around children's interests and individual next steps. Children are keen to learn and freely move around selecting activities which interest them.

Children develop their imagination well as they pretend to buy biscuits at the shops and use plastic bottles to represent microphones. They pretend to go on a hunt for tigers, spending time to colour their faces with chalk to be tigers, and then hide. They shriek with delight as they are caught by staff and other children. Babies enjoy using their senses to investigate treasure baskets, sand and water. Excellent opportunities for children to build on their communication language and literacy are in place as staff talk to children clearly and at their level. They ask open ended questions to promote children's thinking and imagination. Children enjoy books. Babies cuddle in for stories and older children recognise letters, displayed at their height. Children regularly practise their mark making skills, drawing on the ground in chalk and telling their friends 'I have drawn the sunshine'. They have suitable opportunities to develop early calculation skills, using some number language in their play. They recognise some numbers as they sit at numbered tables for lunch and use mathematical language as they find out who is bigger with their friends.

They learn about the world around them, lifting up wooden flaps to look for minibeasts and growing cauliflowers and peppers. They develop a positive approach to other people's similarities and differences. They learn about festivals from other cultures, taking part in art and crafts and try foods from around the world.

Children learn well about healthy practices. They manage their own needs well, putting on coats when cold and taking them off as they get warm running around. They have daily opportunities for physical activity at all ages and enjoy jumping off climbing equipment, balancing and learning to move in a variety of ways, such as, twisting, spinning and rocking. They have a well balanced diet. Food is cooked fresh on site each day and they enjoy snacks of fruit and lunch of stew and dumplings.

An effective key worker system is in place which helps children develop strong relationships with staff and feel secure in the nursery. Children have good opportunities to learn about staying safe and behave very well. They regularly practice emergency evacuation procedures, have visits from the police and talk about road safety. They move around confidently and are able to take well managed risks. For example young children competently practice their walking skills on a purposefully built uneven path, with different bumps and textures.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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