

Osmondthorpe Children's Centre

Inspection report for early years provision

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Inspector Thecla Grant

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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

Osmondthorpe Children's Centre opened in 1989. It is situated in Osmondthorpe, an inner city suburb of Leeds. It operates from four rooms in a purpose built building. The centre is open each weekday from 8am to 6pm. All the year round. There are two enclosed outdoor play areas.

The centre is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the centre at any one time. There are currently 84 children aged from birth to under five years on roll, some in part-time places. The centre supports children with special educational needs and/or disabilities.

The centre employs 12 staff, including a teacher, two cooks, a manager and an assistant manager. All except two of the childcare staff hold recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision effectively supports children so that no group or individual is disadvantaged. Systems in place to observe, assess and plan for the children are mostly up to date. Effective arrangements exist to promote children's welfare and clear systems are in place for safeguarding, however, not all safety procedures are consistent. The provision actively works in partnership with parents and strong systems are in place to work in partnership with others. The provision's capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- make sure written parental permission is requested, at the time of the children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and Promoting Children's Welfare) 18/05/2011

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

- make sure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are robust. The safeguarding procedure is regularly updated and includes procedures to be followed in the event of an allegation being made against a member of staff. Further to this staff have a very good understanding of the signs and symptoms of abuse. Systems in place to keep children safe include assessing the risks in the garden before the children play outdoors. Children are also safe whilst indoors as the main entrance to the provision is secure. Although emergency evacuation drills are conducted, these are controlled by the day centre attached to the provision. As a result, there are no record of emergency practises. All documentation is in place. These include children's records and permission from parents to take their children to hospital for emergency treatment. However, the provision has not asked for parents consent to seek emergency medical advice. This is a breach of the specific legal requirement.

The provision uses the evaluation and monitoring systems devised by the local authority. Parents are included in this through the parents' forum and a question of the week. A key message from the senior management meetings displayed in the staff room and staff meetings are some of the ways in which staff are included in the monitoring and evaluation process. The strengths and weaknesses of the provision are clearly identified and systems in place to sustain the provision are good. For example, the recycling of unwanted clothes go toward the nursery funds.

Resources are effectively used to support children's learning and development and the play area is organised so children have enough space to play together. Systems in place for staff development are strong. These include five inset training days a year. Staff are committed to developing their skills and knowledge in childcare and have recently attended anti-oppressive training. Some staff have a current paediatric first aid certificate. The provision successfully promotes differences through activities and toys and equipment that positively reflect the diversity of the local community. Leaders are developing strong partnerships in the community. They have links with the local school, the local health centre and other children's centres in the area. As well as providing stay and play sessions at the provision, play is taken to children in their homes.

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

The learning environment is well equipped to support children's learning and stimulate their interests. As a result, children make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. For example, children in the pre-school room show increasing independence in selecting and carrying out activities, such as planning how to make a kite and then carrying out the task on their own. Children adopt good personal hygiene routines and learn the importance of healthy eating through the nutritious meals and snacks provided. All children have the

opportunity to access indoor and outdoor play simultaneously. They enjoy riding bikes and child size cars. Children take risks in the safety of the garden, as they stand on top of the tunnel to spray water; they also enjoy climbing the tree in the garden under the supervision of the staff. Children's sense of balance is developed as they walk along the wooden bricks set out in a line.

Opportunities for children to develop their problem solving, reasoning and numeracy skills are good. For example, children enjoy solving the problem of how to complete the jigsaw puzzle; and happily join in as the group count by rote to 10 during the feelings activity. Young children enjoy playing in the sand, they reason how much sand they need to fill the buckets and plates. In the garden a small group of children decide to change the dry soil into wet soil and reason that they need water to do this. When asked what they are doing they tell the staff that they are pouring water on the soil for the worms. As a result, children enjoy their time at the provision and achieve in their learning.

Children enjoy investigating their surroundings; babies do so in their secure area as they sample the toys provided. Other children explore textures of shaving cream and paints. Once they have painted their hands they make hand prints on the paper provided. All children enjoy visiting the recently hatched chicks in the incubation box in the office. Some children have drawn a picture of a chick for them to look at. Children's knowledge and understanding of the world is further developed through activities that promote differences. During the activity they look at each others' features, they then draw them and paint them using various skin colour paints. Further to this children have access to a wheelchair for the empathy dolls.

Children in the pre-school room learn about sustainability through activities on recycling. Whilst younger children enjoy using house hold items, such as paper plates for the wall freeze of a hungry caterpillar. Children are secure and have a sense of belonging in the provision. They learn about safety from the staff and outside professionals, such as police officers who talk to them about stranger danger and keeping safe in case a fire occurs in their home. Well-organised routines help babies and very young children become secure and confident in the setting.

Although systems in place for identifying gaps in children's learning is used effectively, the planning sheets in the pre-school room and observation and assessments in both the under threes and over threes areas are not up to date, nor are they effectively analysed to highlight children's achievements or their need for further support. Children's interests in the under threes room are identified. However, systems in place to involve parents as part of the ongoing observation and assessment process are not effectively implemented.

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	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

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	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