

Two Willows Children's Centre

Inspection report for early years provision

Unique reference number 512405
Inspection date 09/02/2012
Inspector Lindsay Dobson

Setting address Cardinal Square, Beeston, Leeds, West Yorkshire, LS11
8HS
Telephone number 0113 2706166
Email
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Two Willows Children's Centre is provided by Leeds City Council and has been open since 1991. It provides care and services for children and their families and operates from a single storey building in the Beeston area of Leeds. Children attend from the local and wider areas. Care is offered to children in four playrooms, plus a sensory room and each age group has access to an enclosed outdoor play area. Children attend the nursery for a variety of full-time and part-time sessions. The nursery welcomes children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 70 children and there are currently 106 children on roll, all of whom are in the early years age range. The nursery is open five days a week throughout the year, from 8am to 6pm, excluding bank holidays. There are currently 15 members of staff who work directly with the children, excluding the nursery and children centre managers and all have recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well in the nursery and receive a wonderful level of care because the dedicated, experienced and highly qualified staff team work very closely with individual children and their families. Staff have a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play, ensuring they make excellent progress from their starting points. Children benefit extremely well from continuity of learning and care because the setting liaises with parents, early years providers and other agencies to ensure individual children's needs are met and their protection assured. Highly successful steps are taken to self-evaluate the provision for children and the nursery demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

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

- how opportunities for children can be further extended to develop their independence, for example, at meal times.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and very well protected from harm because all staff are passionate about protecting children. Ongoing training ensures an excellent understanding of their role in child protection, the possible signs of abuse and when to put procedures into practice to safeguard children in their care. Premises, which are extremely safe and secure and excellent supervision of children further safeguards their welfare. For example, staff monitor all people entering the setting through the provision of camera security doors. There are excellent, robust recruitment and vetting procedures in place and all staff are suitably qualified and vetted. Detailed risk assessments are carried out and regularly reviewed. Also staff conduct daily checks of all areas of the setting. This ensures a very safe environment for children, their families and staff. The manager and management team provide excellent leadership by embedding ambition in the staff and by driving improvement. The effective self-evaluation of the setting includes the views of the staff, the parents and the children and leads to clear action plans. These are valuable and achievable and promote continuous improvement and excellent quality of care for all service users. Comprehensive documentation, including a full range of required policies and procedures are in place and support the safe and efficient management of the nursery.

The excellent liaison with parents contributes to children's ongoing achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents receive high quality information about the provision, their child's key person, activities and upcoming plans. Parents are encouraged to share information about their child when they first attend and on an ongoing basis. All parents complete an 'All about me' booklet, sharing what their child can do and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Parents are given written and verbal information about their child's day and are encouraged to review their children's profiles and write comments. Parents speak very highly about the nursery and feel key strengths; include the welcoming staff team and the very positive impact they have on their children's development, particularly their independence, confidence and communication. Transitions for children are given high priority both in the setting and with other providers with secure links in place. Other professionals are highly involved with children and staff work closely with parents and professionals to ensure the best possible care is afforded to children. Promoting equality and diversity is embedded in staff practice. For example, inclusion of children, who have identified special educational needs and/or disabilities is extremely effective. This is due to the professionalism of the highly trained staff and flexible organisation of resources. Children learn to value diversity and difference and their own cultural backgrounds are reflected, celebrated and valued. There are also excellent opportunities for children to learn about their local community and the wider world. Resources are deployed effectively as excellent use is made of time and space, ensuring that children have access to activities, which promote all areas of learning while being supported well by staff.

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

Children make excellent progress towards the early learning goals. Staff provide a very wide range of activities that take into account children's interests and individual learning needs and plan activities with care. Planning and observations are consistent throughout the nursery and are fully embedded to ensure that children continue to make progress in line with their capabilities and starting points. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Through their interaction with the children, the staff draw out learning and ensure appropriate levels of challenge are available for all. Children are very eager to play, join in with the activities and they get excited at what they are doing. Children of all ages have a lovely time as they play with shaving foam. The younger children giggle and squeal as they squeeze it through their fingers and make early marks on the window. The more able children use the foam to make ice-creams for their friends by filling cornets and using their imaginations and language skills to explain 'it is cold' and 'it tastes of strawberry'.

There is an excellent balance of indoor and outdoor opportunities to encourage purposeful play, with children having free flow between the two in suitable weather. An effective balance of child-initiated and adult-led activities supports the extensive range of learning opportunities on offer. Children of all ages engage in creative play, such as, play dough, painting, sticking and modelling. Staff ensure that each activity is supported by exciting resources, enabling the children to use their imaginations and challenge their own skills. For example, babies enjoy painting with their fingers, while the more able children free paint at the easel. Younger children enjoy spreading glue and sticking tissue paper to make their own designs while skilful staff develop their knowledge by asking questions about size, shape and colour. Children's knowledge and understanding of the world is exceptionally promoted in all areas. Information and communication technology resources are available throughout the nursery. Babies and younger children learn about cause and effect as they push buttons, turn the levers to see the lights flash and hear the music play. The more able children demonstrate their developing computer skills by effectively using the mouse to select computer programmes and follow the instructions given. The outdoor play areas are extensive and provide opportunities for children to develop their large physical skills, plant and grow fruits and vegetables and benefit from opportunities across all areas, learning in a safe and enclosed stimulating environment.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands and brushing their teeth throughout the day. They are very well cared for if they become sick or have an accident and there are rigid procedures in place to protect them from infection. Children benefit from varied menus that take account of their dietary needs and introduce them to a good range of healthy foods. Meals are cooked on site from fresh ingredients and children learn table manners and social skills as they sit together for meals in small groups. More able children help to set the tables at meal-times, although, not all

opportunities to promote their independence are utilised as children do not help to serve the food or pour their own drinks. Children learn about keeping themselves safe through the gentle reminders from the staff and planned activities. They practise evacuation procedures and learn how to use equipment safely. Behaviour management strategies are very effective and positive. The support and care children receive from staff and the bonds they are forming with them, enable them to feel very secure and safe in their environment.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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