

# City and Holbeck Children's Centre Nursery

City and Holbeck Children's Centre Nursery, Hunslet Hall Road, Beeston, Leeds, LS11 6TT

<b>Inspection date</b>	21/01/2013
Previous inspection date	26/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are settled and happy, they have created firm friendships with their peers and are warmly welcomed by staff. Consequently, they are developing positive social skills.
- Children access the indoor and outdoor environment freely. This means they can independently choose where to play, even during periods of inclement weather.
- The manager and staff team have worked together to evaluate their practices. As a result, challenging and realistic targets have been set to improve the provision further.

### It is not yet good because

- Parents are not fully supported to understand what their children are learning and who their child's key person is. This means consistency of care and learning for children between the home and the setting is not fully explored.
- Staff do not engage with children or monitor their progress consistently. As a result, children make steady individual progress in their learning and development.
- Children with English as an additional language are not fully supported to develop their communication skills because resources and environmental print is limited.
- Children have limited opportunities to develop their skills for the future because there are few information, communication and technology resources.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children in the main playrooms and the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection process.
- A range of documents were inspected including children's files, planning, staff suitability, local authority support documents and staff qualification certificates.
- The inspector spoke to several parents at the inspection and took their views into account.

## Inspector

Laura Hoyland

## Full Report

### Information about the setting

City and Holbeck Children's Centre Nursery was registered in 2008 on the Early Years Register. It is situated in a purpose-built premises in the children's centre close to St Luke's Primary School in the Beeston area of Leeds and is owned and managed by 4Children. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one member of staff has the Early Years Professional Status qualification. The nursery opens Monday to Friday all year round and sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 84 children on roll, of whom all are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- provide challenging and enjoyable experiences for children in all areas of learning and development by: developing knowledge and understanding of the learning and development requirements; using robust observation and assessment of children's learning to assess children's progress identifying any emerging gaps and by providing consistent warm and positive interaction by staff.

#### **To further improve the quality of the early years provision the provider should:**

- support children to develop skills for the future by providing a range of resources to develop their knowledge and understanding of information and communication technology and how to use them in play
- strengthen partnerships with parents by providing them with regular information about their child's learning and informing them of who their child's key person is
- develop the educational programme for literacy by: creating an environment rich in print, for example, by providing name cards, labels, books in different languages and written signage children are familiar with taking into account children's first languages.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a basic knowledge and understanding of how children learn and develop. They have received recent training on how to plan for individual children and are still in the process of embedding their learning to ensure all children make appropriate individual

progress from their starting points. Staff observe children and monitor their progress but this is not always regularly conducted or of a consistently high quality. This means emerging gaps in children's learning and development are not always quickly closed. Staff are aware of their weaknesses and are working hard to improve the observation and assessment of each child to ensure it is rigorous and consistently benefits children.

Children are able to access a wide range of resources that are well-maintained and stored at low-level. This means that children can independently access them and engage in a range of play opportunities of their own choosing. For example, one child dresses up as a policeman before engaging in play with dinosaurs. Meanwhile, a small group of children dress up as cooks and a dog before using their imaginations to make apple pie in the role play kitchen. This means children can develop their imaginative skills freely and enjoy role playing a range of situations. However, although staff are plentiful in number, they do not consistently challenge children's thinking or engage with children well to support their play. Consequently, opportunities to fully support their learning are missed.

Opportunities to support children's language skills are provided throughout the day. For example, children enjoy singing their favourite songs before lunch and staff encourage children to sit on their knees to listen to stories. However, there is scope to develop children's literacy skills further by providing written labels, name cards and signs to support children's understanding of print. In addition, resources to support children who have English as an additional language to develop their communication skills are limited.

Children thoroughly enjoy playing in the water; they tip water into the tray and demonstrate to their peers how to make the water wheel work. They delight as it spins round and concentrate for long periods of time. As a result, they are developing early mathematical skills. Children enjoy dancing and expressing themselves to music. They request that a member of staff brings in her laptop computer from home so they can play songs and take part in group movement time. Children are excited at this prospect and eagerly wait for her to arrive. Information and communication technology resources in the setting are extremely limited and as a result children are not fully developing their knowledge of simple technology and skills for the future.

Staff have recently invited parents to parents' evening and most staff update them daily with what their child has been doing during the day. They do this by completing a daily sheet and most staff are confident when feeding back to parents. However, partnerships with parents are not always consistently positive in all rooms and some parents are unaware of who their child's key person is. In addition, they are not always made aware of the curriculum or what their child's next steps are on which staff are focussing.

Staff work hard to support children's transitions and make them smooth both in the setting and to school. For example, pre-school staff discuss local schools with parents and will accompany them if possible to visit the school to look around. Teachers are invited into the setting to meet the children so that children are familiar with the people who will be responsible for their care when they move. This supports children to be confident and look forward to the next big step in their learning.

### **The contribution of the early years provision to the well-being of children**

Children arrive at the setting and are warmly greeted by staff. For example, they excitedly discuss the snow outside and the fact that they are wearing wellington boots and have brought umbrellas. Staff listen to children and help them to settle down, taking off their coats and shoes before finding their friends to play with.

Children are supported well when they first attend the setting and staff understand the importance of allowing children to settle at their own pace. The settling-in process is gradual and parents are encouraged to bring children on short visits, gradually making them longer as and when children feel comfortable and confident to be left. Each child is assigned a key person who is responsible for their learning, development and welfare needs and staff spend time getting to know their key children well. However, not all parents are aware of who their child's key person is and this compromises the consistency of their care between home and the setting.

The setting provides a range of healthy and nutritious snacks and meals. Children sit in small friendship groups at mealtimes and support each other well. For example, older children take responsibility without being prompted to serve younger children their meals. This means children are beginning to develop an understanding of responsibility while simultaneously showing their independence and cooperative skills.

Children engage in a range of physical activities and are developing positive attitudes to adopting healthy lifestyles. For instance, they enjoy playing outside in the snow, where they roll balls to make snowmen and fill and empty buckets with snow. Children can choose whether they want to play indoors or outdoors at their leisure enjoying the freedom to run around and exercise even during the inclement weather conditions.

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

The manager is new in post but has already begun to make positive changes in the setting. Her commitment and enthusiasm to support staff and implement plans to develop the setting shine through. She has a challenging but realistic action plan in place to ensure the setting strives to continually improve. The manager is aware of previous actions and recommendations from the last inspection and she is working hard to ensure these are met. However, these are still in the process of being completed. The manager has obtained the views of staff, parents and children and this has enabled her to lead positive changes in the setting. As a result, parents and staff feel supported.

The manager is aware of her role and responsibility to monitor children's learning and support her staff team to deliver high quality care. She has delivered a range of training sessions on supporting children's learning and is supporting staff to individually plan for children's interests and needs. Staff who are finding this difficult are supported well using action plans, peer observations and close supervision. This means staff are fully supported to adapt and improve their practices to benefit all children.

The manager has a solid understanding of how to safeguard children. She has attended several safeguarding training courses and can confidently discuss the signs and symptoms of abuse and the course of action to take if a concern arises. She has worked with the room leaders to recently update the risk assessments of the setting and carries out visual checks of the premises throughout the day. For example, she reminds staff to ensure floors are kept dry and she clears the car park of snow and ice to prevent people slipping and falling. This means the environment is safe for children, parents and staff to move around in.

Staff have a positive attitude to change and feel supported in their role. They feel the manager listens to them well and the extra support from the local authority means the setting is developing well. The manager has pro-actively sourced support from the local authority and consequently, partnerships with external agencies are positive.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY375402
<b>Local authority</b>	Leeds
<b>Inspection number</b>	896213
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	84
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	26/03/2009
<b>Telephone number</b>	0113 2427050

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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