

Meanwood Children's Centre Daycare

Potternewton View, LEEDS, West Yorkshire, LS7 2DW

Inspection date	18/09/2013
Previous inspection date	17/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not adequately safeguard children because they do not thoroughly investigate complaints of allegations made against staff, inform parents of the outcome of complaints or follow the setting's safeguarding policies and procedures. In addition, children's attendance is not accurately recorded to safeguard them in the event of an emergency.
- Information regarding children's welfare is not adequately protected because staff do not adhere to the setting's confidentiality policy.
- Children's welfare needs are not sufficiently met because staff do not ensure water is accessible at all times and there are too few toilets in full working order.
- Children are not making adequate progress in their learning and development because staff do not quickly identify gaps in children's learning or plan effectively to close gaps.
- Children do not fully understand the rules and boundaries of the setting because staff do not consistently remind them of the behaviour expected of them.

It has the following strengths

- Children are settled-in the setting because staff create a friendly environment and support children to gradually transition into the setting, ensuring they feel safe and secure.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 all three base rooms and in the outdoor areas.
- The inspector completed a joint observation with the children's centre teacher.
- The inspector held meetings with the manager, deputy manager, children's centre teacher, special educational needs co-ordinator and three parents.
- A range of documents in each base room were inspected including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, risk assessments, training certificates, policies, procedures and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Meanwood Children's Centre Daycare first opened in 1974. It is owned and managed by Leeds City Council and is registered on the Early Years Register. It is situated in a purpose built premises in the Meanwood area of Leeds. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one member of staff with Qualified Teacher Status. The setting opens Monday to Friday all year round and sessions are from 8am until 6pm and children attend for a variety of sessions.

There are currently 79 children on roll, of whom all are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children and currently supports a number of children with 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:

- implement the safeguarding policy and procedures in the event of an allegation being made against a member of staff to ensure children are effectively safeguarded
- notify complainants of the outcome of any investigation within 28 days of a complaint being made
- ensure an accurate daily record of the hours of attendance for each child is kept and maintained
- ensure that all staff understand the need to protect the privacy of children and keep information relating to children confidential
- use the tracking of children's progress to respond to each child's emerging needs and close gaps in children's learning and development
- ensure fresh drinking water is available and accessible for all children at all times
- ensure there is an adequate number of working toilets available for children to access.

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

- develop the educational programme for personal, social and emotional development to ensure children are developing an awareness of rules and boundaries
- strengthen systems for evaluation and monitoring to ensure targets for improvement are identified and prioritised.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. They regularly observe children during play and use this information to plan a range of activities that further most children's interests. Staff track children's progress, but do not adequately use this information to support children to make sufficient progress across all seven areas of

learning. In addition, gaps in children's learning are not quickly identified and closed. This means children's individual emerging needs are not sufficiently addressed. Children with special educational needs and/or disabilities are welcomed into the setting alongside children with English as an additional language. However, children with identified needs are not always effectively supported with their learning and development. This is because staff create individual education plans for some aspects of their learning that require support but not all areas. Consequently, they do not make adequate progress from their starting points and gaps are widening in their learning.

Children are able to choose from a selection of resources both indoors and outdoors. Older children enjoy listening to stories and join in with reciting the days of the week and discuss the weather in small groups. This supports them to adequately learn skills for the future and prepares them well for sitting and listening to instructions in preparation for school. Younger children explore a range of interesting resources, they smile and delight in playing with metal lids and listen to the crinkling sound of a space blanket. This allows children to explore their surroundings and try new experiences.

Staff have developed appropriate relationships with parents. They discuss each child's day with parents when children are collected and formal occasions are also arranged to share children's development files. For example, parents are invited to parents' evening to talk to their child's key person and regular newsletters keep parents up-to-date of events in the setting.

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

Children are settled and happy in the setting and part from their parents with ease, quickly finding their friends to play. Staff are friendly and welcome both children and parents into the setting, taking time to talk to them as they arrive. However, children's basic needs are not consistently well met. For example, some children do not have access to fresh drinking water at all times throughout the day and there are too few toilets in full working order for older children to access.

The setting has a well-embedded key person system, which means that all children have a specific person they are able to make a bond with. The key person supports children to settle and visits children in their home prior to attending the setting. This means staff and children can get to know each other in a familiar environment. During transitions between rooms the key person system is effective in supporting children through a period of change. For instance, staff accompany children to their new room and stay with them until they are settled. Furthermore, the key person liaises with parents to learn children's individual routines and gives feedback at the end of each day as to how children have enjoyed their time. A daily diary sheet is shared with parents detailing feeds, sleep and nappy changes for younger children to ensure care routines are consistently managed between home and the setting.

Children are provided with balanced and nutritional meals and snacks at the setting and have a range of opportunities to exercise and develop their physical skills. For instance, they take part in movement and dance sessions, using ribbons to move to the music and

they are learning to climb and balance on apparatus in the garden. This allows children to take small risks in their play and begin to manage dangers in the environment. Most children behave well in the setting, however, some children do not conform to the rules and boundaries put in place by staff. This at times disrupts other children's enjoyment of activities and poses a danger to other children, staff and parents. For instance, a number of children use scooters and bicycles to purposely crash into people.

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

The inspection was brought forward by Ofsted following a complaint regarding the behaviour of staff. At the time of inspection all staff are subject to a rigorous recruitment and selection procedure and are vetted to ensure they are suitable to work with children. However, complaints are not dealt with by the management in a timely and appropriate manner. For example, the Local Safeguarding Designated Officer is not contacted following an allegation made against staff and the management team does not follow the setting's safeguarding policy. In addition, complainants are not made aware of the outcome of their complaint, information regarding specific children is not kept confidential by staff members and registers of children's attendance are not accurately maintained throughout the day. This means there are several breaches of requirements and children are not effectively safeguarded in the setting.

The children's centre teacher and management team are responsible for monitoring the planning and quality of teaching. They have recently changed the way staff plan for children's interests and stage of development. However, monitoring of children's progress is not robust. Consequently gaps in children's learning are not quickly identified and some children are not making adequate progress from their starting points.

Staff attend regular training opportunities and setting meetings. For example, the setting closes early on the first Wednesday of each month to allow time for staff to meet and discuss the setting and the planning. Training is delivered in-house by the management team and staff also have opportunities to choose external courses to attend and further their professional knowledge. Regular supervision meeting and appraisals allow staff to discuss their professional needs with the management team.

Staff have created positive relationships with most parents. Parents are grateful for the support staff give to their families and feel very included in the setting. Staff listen to parents' views and have created a parents' forum to work in partnership with them. Consultations are held regularly with parents to drive improvement throughout the setting, however, priorities for improvement are not prioritised effectively. Partnerships with outside agencies are securely in place and staff regularly liaise with other professionals to gain advice to support children.

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 action. 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

Unique reference number	512407
Local authority	Leeds
Inspection number	932264
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	79
Name of provider	Leeds City Council
Date of previous inspection	17/02/2011
Telephone number	0113 2623592

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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, which are usually the childminder's 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
Store St
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M1 2WD

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