

City and Holbeck Children's Centre Nursery

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

Inspection date	08/10/2013
Previous inspection date	21/01/2013

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practitioners have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to engage children. This supports children's learning and development so that they make good progress.
- Children are happy, they have positive relationships with practitioners and they show an eagerness to learn. This is because they have good opportunities to make independent choices in their play.
- Children enjoy a variety of substantial, healthy and nutritious meals and snacks. There is a well-balanced menu available, which ensures that children enjoy nutritious, freshly prepared food on a daily basis to support their good health.
- Effective self-evaluation systems, that include the views of practitioners, parents and children, help to bring about the continuous development of the provision for children. This has resulted in much improvement since the last inspection.

It is not yet outstanding because

- Highly successful strategies to engage all parents in helping to extend their children's learning at home are not embedded.

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 during various indoor and outdoor activities.
- Joint observations were conducted with the managers during adult-led and child-led indoor and outdoor activities.
- The inspector spoke with different practitioners during the inspection.
The inspector looked at a sample of children's assessment records, planning documentation, evidence of suitability of practitioners, self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Mr Rasmik Parmar

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 Early Years Professional Status. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 95 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 further improve the quality of the early years provision the provider should:

- enhance communication with those hard to reach parents, so that they receive the very best support to extend children's learning at home.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and use this knowledge to plan activities, which create valuable learning opportunities. Educational programmes cover the seven areas of learning and support children as they move towards the early learning goals. Focused activities support children in their learning and development. Children are making good progress in their learning and development. This is because practitioners provide a wide and varied range of challenging and interesting activities and experiences across the seven areas of learning. Practitioners encourage children to learn through play and to follow their own interests. This helps children to become confident in their own learning. Practitioners are secure in their knowledge and understanding of when and how to intervene in children's play and learning. They do this sensitively, in order to enhance children's learning further because they know children very well.

Effective teaching and learning takes place as practitioners have a good knowledge of how

children learn through play. Consequently, teaching has a positive impact on children's learning and the progress they make. Children are keen learners, as planning is developed through observing their interests. Observation, assessment and planning are successful. Accurate assessments are made of children's progress and their next steps for development are carefully planned for. Children are observed during spontaneous and planned activities to gather a good range of evidence about their learning. This information is effectively used to track their progress within all seven areas of learning. Practitioners carry out effective progress checks at age two to assess their development and plan for their future learning and progress.

Age-appropriate challenges are provided throughout the nursery to support all children. For example, pre-school children use baking ingredients as they learn about volume and mixing; toddlers explore colour and texture through splashing paints and babies learn about touch through feeling soft toys and books. As a result, children are developing key skills needed for their next steps in their learning.

Children with special educational needs and/or disabilities are well supported. This is because practitioners are highly skilled when working with other professionals working directly with children. For example, highly effective relationships are in place with local authority professionals, which informs precise planning for individual children's needs. As a result, children with special educational needs and/or disabilities are progressing well towards the early learning goals, given their starting points. Practitioners demonstrate a high level of awareness in supporting children who speak English as an additional language. Detailed information is obtained from parents on entry and key words are shared. This means children are provided with opportunities to develop and use their home language in play and learning, which supports and enhances their communication and language development in both their home language and in English.

There are highly effective systems in place to keep parents informed about their children's progress. Parents are kept well informed about their children's achievements as there are frequent opportunities for consultations with their child's key person. Regular newsletters, tailored guidance and parents meetings all contribute to enabling parents to work in partnership with staff, in supporting their children. Hence, most parents monitor their children's learning and development and are able to discuss how practitioners intend to meet their children's learning priorities.

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

Children feel happy, safe and secure. They confidently enter the nursery and quickly settle into their play alongside other children. Practitioners know children well and use their knowledge to support children's independence, confidence and self-assurance. Children happily explore their environment because they have developed secure attachments with practitioners. Children are confident to ask for cuddles and seek out practitioners when they require help and support. This is due to the committed and dedicated team, who operate a successful key person system that supports individual children's needs. Key persons work closely with parents to ensure all children's needs are known and met.

Children are well-prepared for change and transitions, which means they are prepared for the next stage in their learning. As children move between rooms in the nursery they take part in visit sessions to become familiar with their new surroundings. Key persons meet with each other to discuss children's needs and parents are welcomed into the setting to support children. As children prepare to move onto school practitioners invite school teachers into nursery, so that they become familiar with children's learning environment. This means children receive good support as they move between providers and onto full-time education, as all providers are aware of children's stage of development.

There is a good balance between activities chosen by children and those led by adults. Children's needs are met effectively because practitioners are caring and attentive. Babies happily investigate the toys, such as, music games, fabric books and soft play items. Practitioners offer reassurance and cuddles as and when needed, nurturing their personal, social and emotional development effectively.

Children's health is supported through daily access to fresh air and exercise. They enjoy home-made, nutritionally balanced meals and snacks, which meet their individual dietary requirements. Parents are provided with a four weekly menu in multiple languages. This ensures that all parents are fully aware of what their children are eating and can liaise with the cook if alternative food is required. Older children serve themselves, developing hand eye coordination and gaining awareness of portion size. Food is plentiful with sufficient for further helpings. Children learn to enhance their manipulative skills by using knives and forks. Children are very adept at recognising their needs and help themselves to water to quench their thirst.

Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. They behave well, understanding the need to take turns and share because there are effective systems in place to support and encourage positive behaviour and develop children's self-esteem. For example, practitioners act as positive role models and give lots of praise for all achievements, no matter how small. Children are motivated to be active and practitioners promote how energetic play keeps them healthy. Practitioners attach great importance to children being outside and enjoying and benefitting from fresh air. Children enjoy many opportunities for physical exercise in the challenging and well-resourced outdoor area.

The nursery has a good focus on exploring diversity with children. For example, children learn about difference as they celebrate festivals and special events from around the world. Through the positive adult interaction and skilful support provided by practitioners, children progress comfortably within expected levels for their ages. Consequently, they are being well-prepared for the next stage in their learning and development.

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

Leadership and management is strong. Practitioners demonstrate good levels of knowledge about the educational programmes and their understanding of the safeguarding and welfare requirements. Children are safeguarded well because clear and

effective procedures are in place to protect children from harm. Practitioners have a very good knowledge of procedures to follow if they have a concern about a child in their care. Robust recruitment and selection processes are in place to ensure that all practitioners are fully assessed and have the skills and suitability to work with children. For example, all practitioners, including those from the agency, have had the relevant checks and references are carefully followed up. Detailed induction takes place before practitioners begin working with children and correct ratios are maintained throughout the nursery to ensure children are well supervised. The manager uses this as a basis of further discussion and appraisal of staff skills. In addition, practitioners are encouraged to take up training and further qualifications to ensure that they continue to enhance their practice and provide the best levels of care for children.

Effective procedures for monitoring, appraisal and mentoring supports practitioners in their ongoing professional development. Systems to evaluate nursery practice and develop appropriate action plans for future development are effective and take into account the views of children and parents. For example, the actions and recommendations from the last inspection have been fully implemented, resulting in positive benefits to children. Consequently, children directly benefit from continuous improvements to their care and development. Also, the management team have a good overview of the curriculum through effective monitoring of the educational programme. This ensures children receive a broad range of learning experiences, which consistently promotes their progress towards the early learning goals.

The nursery has worked hard to develop positive and mutually supportive relationships with parents and carers. As a result, parents speak highly of the care their children receive and value the interaction they have with practitioners. They are well informed about their children's progress through the learning journals available to them and are included in any decision making. However, systems are not always used consistently to ensure that all parents know how to fully support children's learning at home. Parents comment that they are happy with the progress their children are making at the nursery.

Effective links with health and social care professionals mean that children with special educational needs and/or disabilities are well supported. Regular contact with other settings that children attend, including their future schools, means that information about individual children's learning and development is freely shared. This promotes continuity of care and helps ensure that children's individual needs are well met as they move between settings, on to other settings or school.

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	EY375402
Local authority	Leeds
Inspection number	936192
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	95
Name of provider	4 Children
Date of previous inspection	21/01/2013
Telephone number	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, 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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