

Osmondthorpe Children's Centre Daycare

129 Rookwood Road, LEEDS, West Yorkshire, LS9 0LX

Inspection date	23/09/2013
Previous inspection date	16/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children have good opportunities to direct their own play and follow their interests. This means they are keen to learn and make good progress in their development.
- Children's emotional development is supported well by staff because they provide them with good opportunities to talk about how they are feeling and why. Consequently, children learn to behave well.
- High priority is given to making children's transition into the setting a pleasant experience. Staff work closely with parents to ensure the process meets children's individual needs, which means they settle well and are happy and secure in their environment.
- Children of all ages have free access to the outdoor areas each day. As a result, they benefit from lots of fresh air and have good opportunities to play and learn on a bigger scale.

It is not yet outstanding because

- Rich opportunities for children to see print, and learn about and use words and numbers, are not fully extended to the outdoor play area.
- There is scope to enhance the outdoor area further to extend opportunities for children to practise their digging skills.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in all the playrooms and the outdoor areas.
- The inspector met with the deputy manager and the early years teacher.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the setting's early years teacher of an activity that involved children using construction resources.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Osmondthorpe Children's Centre Daycare was registered in 1989 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Osmondthorpe in Leeds and is managed by Leeds City Council. The setting serves the local area and is accessible to all children. It operates from three rooms and there are two enclosed areas available for outdoor play.

The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, two at level 6, one at level 2 and one has Qualified Teacher Status. The setting opens Monday to Friday from 8am to 5.30pm, all year round. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The setting 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:

- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying names and signs
- enhance the opportunities for children to practise their digging skills by ensuring areas designed for this purpose are well-resourced with materials, such as soil and relevant tools.

Inspection judgements

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

Children make good progress in their development because staff are secure in their knowledge of how they learn. They know children's individual interests well and provide good opportunities for them to follow these. Consequently, children are motivated and keen to take part in a variety of learning experiences. For example, staff provide well-resourced role play areas so children who enjoy this type of play can develop their imaginative skills further. For example, one child becomes fully immersed as she 'feeds' and cares for dolls. She uses fir cones to represent food and carefully puts these in a bowl. She then confidently uses a spoon as she pretends to feed her doll the 'food'. Once

she is happy that her doll has had enough to 'eat' she turns her attention to a toy dog. She fills one side of its bowl with fir cones and pretends to pour water from a teapot into the other side. This shows the child can confidently direct her own play and act out real life experiences, to develop good life skills for the future. Staff also provide adult-led activities planned around children's interests that focus on supporting particular aspects of their development. For example, when a member of staff observe that a number of older children are interested in using construction materials she provides an activity outdoors to encourage them to build on a larger scale. The member of staff suggests children line bricks up so they can make a long 'road', which quickly captures their imagination. She then skilfully extends this learning by using a range of mathematical language. For example, she describes the road as getting 'longer' as children add more bricks and shows them how to place bricks to make a 'corner' in their 'straight' road. This supports children's understanding of mathematical concepts very well. When the road is completed to their satisfaction children then quickly go indoors and return with toy cars of their choice to send along the road, showing pleasure in their achievement.

Staff give good attention to supporting children's development in communication and language. Group times allow children to engage in a range of conversations and sing familiar songs. This means children are supported well in developing their listening and communication skills. Staff make good use of open-ended questions to encourage children to think and give them time to respond, which shows their ideas are valued and listened to. Staff read stories with expression which maintains children's interest and they provide interesting areas to encourage children to look at books independently, such as a 'bear cave' outside. This successfully encourages children to develop an interest in literature from an early age. Children who speak English as an additional language are supported effectively in the setting. For example, staff ask parents for, and learn key words, in the child's first language, to aid communication and ensure children are able to make their needs known. Staff provide an environment that is rich with print and numbers indoors to show how these can be used for a purpose. For example, older children use their name cards to self-register on arrival. However, these rich opportunities are not fully extended to the outdoor area, to help children learn how words and numbers can be used in different contexts in this environment.

Staff fully embrace how very young children learn through exploration and using their senses. They provide 'treasure' baskets containing a range of natural and household items that children can use in open-ended ways. For example, a baby becomes fully immersed as she explores the soft bristles of a brush. In the absence of words the baby shows her enjoyment of the experience by kicking her legs and waving her arms. Staff regularly observe children in their play and use their findings to plan for the next steps in their learning. This ensures they make good progress towards the early learning goals and are well-prepared for school when the time comes. Parents are fully involved in children's learning. For example, they are invited to consultation sessions so their child's key person can discuss their progress in detail with them. Parents add to their child's learning record by bringing in examples of work they have completed at home and recording their achievements on a 'star'. This means staff have a full picture of children's development both inside and outside the setting. A question of the day is posted in the older children's room, which parents are asked to discuss with their child on arrival, such as 'Does chocolate melt in sun?' This successfully promotes conversation and engagement between

parents and their child in a fun way.

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

Children are extremely settled in the setting. This is because staff fully understand the importance of having positive relationships with parents and work closely with them to aid children's transition into their care. For example, in consultation with parents they gradually lengthen the time children are cared for over several weeks. Information is shared effectively between parents and staff, which means they have a good understanding of children's individual needs and how to meet them. This information is recorded on a 'Starting and staying strong' form for staff's reference, which promotes consistency of care. This in turn provides security and stability for children. As a result, children make secure attachments with their key person. They are also allocated a significant second and third member of staff who can take over the role of their key person during any absences. Comments from children show they enjoy attending the setting. For instance, one child tells the inspector he likes playing outside because he can run around.

Staff pay good attention to promoting children's good health. All areas of the premises are maintained to a good standard of cleanliness and children are actively encouraged to wash their hands before eating and after toileting, so they learn good self-care skills. Staff sit with children at meal times and eat the same nutritious food. This provides children with good role models and encourages them to eat healthily. Older children have good opportunities to develop their independence at meal times. For example, they are provided with small jugs of cream, so they can pour this onto their dessert by themselves. Children have free-flow access to the outdoor areas, which means they benefit from lots of fresh air. They develop good physical skills as they use their bodies in different ways and learn to use a variety of equipment. For example, one child delights in running around and pretending to be a monster, while others roll down a small slope and successfully manoeuvre a wide range of wheeled toys. However, the areas provided for children to dig are not well resourced. For example, they contain little soil or simple tools, such as spades, to further support children in developing their coordination.

Children behave well in the setting. Staff are good role models for children to follow as they use calm voices and provide secure boundaries, so children know what is expected of them. For instance, children help tidy resources away before coming inside for lunch. Staff support children very effectively in dealing with their emotions. They ask older ones in turn how they are feeling and help them to understand why. For example, one child says he is feeling sad. A member of staff sensitively replies with, 'Yes, sometimes you can feel sad when Mummy goes, but she will come back'. When children have discussed their feelings they are encouraged to put them into a drum by beating this with their hands and counting to 10 as they do so. Staff effectively support children to understand how to keep themselves and other safe. For example, when children decide to knock down a tower they have built with wooden circles, a member of staff reminds them to stand back so it does not fall on them.

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

Children are safeguarded in the setting because staff are clear about their roles and responsibilities. All members of staff attend training in child protection and are confident in discussing the action to take if they have concerns about a child's welfare. The recruitment and vetting of new staff is thorough as is their induction. This ensures they are suitable to work with children and understand their role and responsibilities within the setting. The premises are secure and any risks to children's safety are assessed and minimised effectively. Children are well-supervised because staff are deployed effectively both inside and outdoors. For example, the required staff to children ratios are maintained at all times. In addition, the manager or her deputy and the early years teacher are supernumerary and readily available to cover staff breaks or provide additional support. Should a child have an accident a qualified first aider assesses the situation and administers any necessary treatment. A record is made of the accident and parents informed. All accident records are reviewed on a weekly basis by management and any necessary action is taken to prevent re-occurrences. Any equipment involved in an accident is checked to assess its ongoing safety and suitability.

The manager, her deputy and the early years teacher closely monitor the quality of teaching and learning in the setting. Regular observations of staff's practice and feedback they receive enables them to hone their teaching skills. Planning for individual children's development is monitored effectively by management and staff are supported to address any gaps in children's learning. Regular meetings and appraisals enable staff to reflect on their performance and set targets for their professional development. If any areas of underperformance are identified, staff are supported to address these through action plans and further training.

Management have a clear understanding of the setting's strengths and areas for development because they regularly consult with staff, parents and children to gain their views of the service. For example, when changes were made to the central play area parents were asked to comment on whether or not they felt this had improved the use of the space. The recommendations for improvement raised at the last inspection have been addressed successfully and additional resources have been purchased to further support the learning and development of very young children. A clear development plan is in place, which shows the setting is committed to continually improving the outcomes for children's care and learning.

Partnerships with parents are good. They are made fully aware of how the service operates and are asked to complete a detailed registration form for their child before the placement begins, so staff have all the required information. Parents are asked to provide emergency contact numbers and are informed that it is their responsibility to keep staff up-to-date of any changes to these. They are reminded of this via newsletters. In an emergency every effort is made to contact parents by other means if it is found telephone numbers provided are not current. Parents comments about the setting are very positive. For example, they say staff are 'friendly and reliable' and have managed their children's

transition into the setting 'very well'. Staff pay good attention to working in partnership with other early years settings, such as schools children will move on to. For instance, teachers are invited to visit the setting to meet children in a familiar environment before they move into their care. This successfully aids children's transitions to the next stage in their learning. Staff work very closely with parents and other professionals, to ensure children with special educational needs and/ or disabilities receive effective tailored support, to promote inclusion.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	512418
Local authority	Leeds
Inspection number	936524
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	76
Name of provider	Leeds City Council
Date of previous inspection	16/05/2011
Telephone number	0113 249 7054

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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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