

# Gipton North Children's Centre Daycare

Gipton North Children's Centre, Thorn Walk, Gipton, Leeds, LS8 3LP

<b>Inspection date</b>	22/10/2013
Previous inspection date	05/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children make good progress in their learning and development because staff have a thorough knowledge and understanding of each child's stage of development and plan exciting experiences to motivate each child to learn.
- Children's individual backgrounds, learning and care needs are fully understood by staff. As a result, children are treated as individuals and supported to reach their potential.
- Children are happy, settled and display good levels of confidence and self-esteem. This is because staff make children feel welcome and support them to understand the rules and boundaries of the setting.
- Staff are supported, monitored and coached very well by the management team. Consequently, staff strive to drive improvement and develop their professional knowledge and understanding of childcare practices.

### It is not yet outstanding because

- There is scope to further support children's already good communication and language skills.
- Opportunities to enhance children's independence skills are not always fully explored.

## 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 manager of the setting.
- The inspector held meetings with the centre manager, daycare manager and three parents.
- A range of documents in each base room was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, risk assessments, training certificates, parent questionnaires, staff development files and the setting's self-evaluation documents.

## Inspector

Laura Hoyland

## Full Report

### Information about the setting

Gipton North Children's Centre Daycare was registered in 2009 and is one of many settings run by Leeds City Council. It is registered on the Early Years Register and is situated in a modular building in the Gipton 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, 11 hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 56 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds. It supports 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 further improve the quality of the early years provision the provider should:

- enhance the educational programme for communication and language by asking more open-ended questions to promote children's conversational skills further
- enhance the educational programme for personal, social and emotional development by providing children with further opportunities to take on small responsibilities and develop their independence.

### Inspection judgements

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

Children are making good individual progress in their learning and development because staff know children well. Staff plan for children's individual needs and gather information from parents when children first start in the setting. This means staff create starting points from which to support children to make good progress. Staff regularly observe children and use these observations to plan their next steps, monitoring their progress and promptly closing any emerging gaps. This means children's learning is individually tailored to their needs.

Children thoroughly enjoy a range of stimulating and exciting activities provided by staff. For example, they use powder paint to explore mixing paint in puddles outdoors and staff

extend children's learning by talking about different colours, linking the colours to autumn. Children identify the colours they have created and match them to leaves on the floor before they use the paint and puddles to create marbling pictures. This supports children's curiosity as well as teaching them basic mathematical and creative skills, and teaching them about the world. Younger children use an indoor water tray to paddle in and explore water play safely indoors. Staff support children to engage in sensory play while using a range of resources to ignite their imaginations and encourage them to be active learners.

Children are learning skills to prepare them for their transition to school. For instance, children have made firm friendships with their peers and are learning to be kind and considerate to others. In addition, they concentrate for long periods of time as they join in with song time and listen to stories read by staff. Children communicate well and are confident when speaking to their friends and adults. However, there is scope to enhance children's conversational skills further by asking more open-ended questions. All children are supported well by staff, who ensure activities and learning opportunities meet children's individual needs. Children's individuality is respected and staff clearly know how to support each child to reach their potential and prepare for their transitions.

Partnerships with parents are very strong because staff understand the importance of sharing information about children's learning and development. Parents are invited to regular one-to-one meetings with the child's key person, who discusses children's progress and how learning can be consolidated at home. In addition, staff arrange workshops for parents to attend and take part in activities and learning opportunities usually set up for children. This means parents are supported by staff to understand what children are doing in their time in the setting and the benefits of learning through play.

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

Children are very settled and happy in the setting because staff warmly welcome them and know each child well. All children are supported to settle into the setting through a gradual settling-in process, which is tailored to meet their individual needs. Staff gather a wealth of information about each child from parents in order for staff to fully understand each child's care needs. Staff have a good understanding about each child's family and background because they regularly visit children in their home. This means they get to know each child and their family well, and children's well-being is supported consistently between the home and the setting.

Each child is assigned a key person who is responsible for helping them to become familiar with the setting. Each key person also supports children during transitions to other rooms to ensure moving to a new environment is smooth and children feel safe and secure. All staff are fully aware of the importance of having a key person and they work closely with parents, sharing information about children's routines and well-being. This means children's individuality is respected and all children develop good levels of confidence and self-esteem.

Children behave very well in the setting because staff remind them of simple rules and boundaries. Rules for 'a happy nursery' are displayed in the rooms and children listen to

instructions given by staff. However, opportunities for children to gain independence skills are not always maximised. For example, staff hang up children's coats for them and set the table at lunchtime. Children are provided with a range of nutritious and balanced meals and are keen to talk about the lunches they enjoy. Staff encourage them to eat their vegetables and, as a result, children are learning how to eat healthily.

The outdoor area is spacious and staff ensure children have resources that support their physical development as well as opportunities to promote outdoor play. For example, children learn how to manage their agility on large apparatus and they take appropriate risks while supervised. Staff are vigilant and supervise children well, while allowing children freedom to learn how to use their bodies. For instance, a group of children giggle as they run, jump and roll through puddles. Staff ensure children are kept warm and dry during their exploration by making sure they wear waterproof clothing and wellington boots.

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

The inspection was brought forward by Ofsted following notifications made by the provider relating to safeguarding children on the premises. Children are safeguarded well in the setting because staff have a thorough knowledge and understanding of how to keep children safe. All staff have attended safeguarding training and know the signs and symptoms of abuse. Each member of staff keeps a reflective journal to develop their understanding of safeguarding concerns. Staff clearly follow the setting's policies and procedures to ensure children's welfare needs are met. They are aware of the course of action to follow if they are concerned about a child or in the event of an allegation being made against a member of staff. All staff are subject to a rigorous recruitment and selection procedure, and the manager of the setting has attended safer recruitment training. All staff have been appropriately vetted to ensure they are suitable to work with children.

The management team have risk assessed the premises and equipment children readily access, and all risks are appropriately minimised to ensure children are kept safe. A number of staff have completed paediatric first aid training and are able to deal with minor injuries. Accident forms are completed for all injuries and are shared with parents. This demonstrates staff's commitment to promoting children's welfare.

Staff are very well supported to fulfil their roles and responsibilities. Regular appraisals and supervision meetings mean the management team and staff work together to identify their training needs quickly. In addition, regular meetings help staff to set targets to improve their already good practice, and all staff have a positive attitude to continuous improvement. A range of development plans clearly demonstrate a proactive staff team who strive to develop knowledge and understanding of childcare practices. For example, the setting's teacher works with staff to reflect on their practice and the environment created for children to learn in. All staff are supported to understand the Early Years Foundation Stage and ensure children make good progress from their starting points.

Staff work very closely with a range of other professionals to support children's welfare, learning and development needs. The management team give individual staff responsibility to liaise with professionals because they know their key children well. This means clear information can be shared between the setting and others. Staff also understand the importance of working in partnership with parents and fully include them in every aspect of the setting. Parents are highly complimentary of the setting and staff, and feel their children are thriving.

## 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

<b>Unique reference number</b>	EY384782
<b>Local authority</b>	Leeds
<b>Inspection number</b>	939637
<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>	50
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Leeds City Council
<b>Date of previous inspection</b>	05/11/2009
<b>Telephone number</b>	0113 2405168

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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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