



# Buttershaw Christian Family Centre Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY276042
<b>Inspection date</b>	19 September 2006
<b>Inspector</b>	Helene Anne Terry
<b>Setting Address</b>	The Crescent, Bradford, West Yorkshire, BD6 3PZ
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<b>Registered person</b>	Buttershaw Christian Family Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Footprints Nursery was registered in 1992, and operates as part of the Buttershaw Christian Family Centre in the Buttershaw area of Bradford, West Yorkshire. It operates from two play rooms in a purpose built property, and serves the local community. A maximum of 30 children may attend the setting at any one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year. All children have access to an enclosed outdoor play area.

There are currently 42 children aged from birth to under five years on roll. Of these, nine children receive funding for nursery education. The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications, and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene very well through planned routines, and consistent encouragement from staff. Children wash their hands after toileting and before meals. They enjoy wiping down the tables after activities, and wipe their noses using the tissues that are easily accessible for them in the playroom. They learn about the importance of oral hygiene through activities, and they brush their teeth after lunch. Staff ensure that consideration is given to babies health as they have the use of individual face cloths and sheets to prevent cross infection.

Children benefit from a very healthy and nutritional diet that promotes their health and growth. Meals contain fresh fruit and vegetables that are prepared by staff. They enjoy pizza that they have helped prepare and salad, fruit, raisins and their own baking. Children are also encouraged to eat healthily at home. They delight in bringing in some money from home to buy their favourite fruit and vegetables from the green grocer's stall in the adjacent family centre. Babies' bottle feeds are prepared by staff, and they enjoy freshly made meals blended to their preferred consistency. Individual dietary requirements are adhered to as requested by parents to ensure children's

well-being.

Children enjoy good opportunities for physical exercise. They play outdoors daily with a good variety of equipment that enhances their physical development. They enthusiastically play with bats and balls, peddle toys, push alongs, and balancing and climbing equipment. The well planned activities help children to develop their physical skills and encourage a positive attitude towards a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are well protected by staff who have a clear understanding of child protection issues and understand the correct procedures to follow. Many staff have received training in this area, which ensures that staff fully understand their responsibilities in protecting children from harm.

Children use a wide and varied range of safe, good quality, developmentally appropriate resources. Some are organised appropriately to ensure accessibility for children. However, children do not have access to the full range of equipment to fully ensure that they can make decisions about their play, owing to the organisation of the rooms.

Safety is fully considered within the setting to protect and enhance children's well-being. Although, the building is in some need of repair, staff minimise risks to children ensuring that they can play freely and safely. Plans are in progress to upgrade the building. Children also learn about their own personal safety as they play at crossing the road safely in the outdoor play area.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are confident in the setting's welcoming and caring environment. Staff make good use of the 'Birth to three matters' framework in the baby room to guide their planning and recording of progress. Babies receive lots of cuddles and enjoy the positive interaction they receive from the staff. They benefit from routines, which are consistent with their experiences at home, and staff are very attentive to their needs. They enjoy sensory play as they paint using their fingers, and make decisions about the colour of paint they wish to use. Babies not liking the feel of paint are given crayons to enable them to be creative and make marks. Older children also enjoy sensory activities when they play with the shaving foam and dough, and delight at the squelching sound of the paint on their hands when they squeeze them together. Babies and toddlers develop early communication skills as they join in with action songs, and staff respond well to their utterances and talk to babies about what they are doing, enabling babies to link words to actions.

Older children have positive relationships with staff, and receive comfort and attention when they need support. Children play happily together and have lots of fun as they build the train track, bake buns, and pretend to make meals in the home corner. Children's language and communication skills are promoted well by staff through constant conversation and regular singing sessions. They also enjoy looking at books together. They regularly take part in outdoor activities, climbing on the slide, peddling bikes and playing bat and ball. As a result children play well and show good interest, and are keen to take part in activities. Although, staff are not using the 'Birth to three matters' framework in the two to five years room to support children's learning there is a good range of activities and resources to promote all areas of play. However, some resources are not easily accessible for children to enable them to have a varied choice.

### **Nursery Education**

The quality of teaching and learning are satisfactory. Some staff have a good understanding of the Curriculum guidance to the foundation stage. However, a number of staff have a limited understanding, which results in staff's inability to fully extend children's learning on some occasions. Although, the planning is very basic and does not include the use of the stepping stones leading towards the early learning goals, it does cover a broad range of age appropriate stimulating activities for the children. The children's assessments cover the six area of learning, and include photographs and some observations of the children. However, they are not used to inform future planning and some are not completed and up to date. This hinders staff's ability to assess children's progress and areas that need improving.

Methods used to engage children in the activities are good. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and boosts self-esteem. Children are involved in the setting when they are shown by staff the new toys purchased, and they excitedly examine them together. Some staff set good challenges for the children to extend learning through effective questioning. Younger children find their name cards at meal times through pictures and first name, where as more able children are expected to find their name cards by use of name only.

Overall, the children are making satisfactory progress in all areas of learning. They show a positive approach to new experiences and enter the play room happily as they seek out their friends. Children adapt very well to the daily routine and enjoy helping staff tidy away activities, and they play cooperatively. They manage developmentally appropriate tasks well, as they wash their own hands and face, brush teeth, wipe their own noses, and put on their own aprons before painting and baking. However, children are not further developing independence skills, for example, by being appointed to do tasks, such as serving food, setting tables, pouring their own drinks and helping themselves to breakfast. Children's language skills are developing well. They describe what they see and ask questions using why, where and what. They show an interest in books and develop early reading skills as they find their own name cards on the tables. Children are beginning to develop their writing skills by using one handed tools, such as crayons and pencils, and more able children ascribe meaning to marks. One child declaring confidently 'Look I have done some writing'. However, children are not given enough opportunity to write for a purpose, such as during role play and whilst playing outdoors.

Children's counting skills are developing well. They talk about numbers during play, for example, 'I have two eggs', and more able children can count up to 10 objects on a one to one basis. They also enjoy doing simple calculations as they sing rhymes, such as 'elephants on a string' and 'five little leaves'. However, they do not solve simple problems during everyday activities, such as counting how many children are present, so how many cups do they need for snack. Children observe changes to materials as they bake and talk about what they have done. They also make comments about the natural world as they talk about where milk comes from, and staff extend activities as they talk about how milk gets to the shops. They enjoy celebrating a variety of festivals from around the world as they develop an understanding of peoples differences and similarities. Although children do enjoy constructing and designing with materials, these materials are not freely accessible to children to enable them to make choices and develop the use of tools.

Children use their bodies well during activities. They balance, climb, run and jump whilst playing outdoors. They use peddles on bikes well, and can steer to avoid obstacles. They engage happily in activities requiring hand and eye coordination as they use knives, rolling pins, cutters to manipulate dough and enjoy threading bobbins onto string. Children play creatively using a wide range of resources to enable them to freely express themselves, such as dough, water, sand, paint and sensory materials. They explore the sound of musical instruments confidently, including shakers they have made, and enjoy singing songs together.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals, and their confidence and self-esteem is developed well by staff with the use of lots praise and encouragement. Children enthusiastically help staff to tidy up, quickly volunteering to take the flour to the kitchen. Children's individual needs are fully considered in accordance with parents' wishes. There is a good range of resources available that positively represent different cultures, gender and disability, and festivals from around the world are celebrated. This helps children to develop their knowledge of the wider world

and raise their awareness of diversity. The setting's policies promote inclusion for all children and the premises are suitable for all to access. Although, there are no children currently attending with learning difficulties and disabilities there is an appropriate system in place to support them.

Children behave well and respond positively to the boundaries set by staff. Activities are planned to encourage children to take turns and share, which they do well. This promotes a harmonious environment for children. Staff act as good role models prompting the use of manners, such as please and thank you. The good use of praise and encouragement by staff build children's self-esteem well. Children's spiritual, moral, social and cultural development is fostered well.

Information available to parents about the settings policies and procedures is good. These are displayed on the walls in the entrance area for parents information. Parents also receive an information leaflet, and exchange information through discussions on a daily basis. In the baby room parents receive a daily diary sheet about their child's activities to ensure continuity of care. The settings complaints procedure is clear and the certificate of registration is displayed.

The partnership between parents and carers of nursery education funded children is satisfactory. There is information displayed about the six areas of learning in the entrance area, however, parents do not receive written details about the Foundation Stage. There is also limited information made available to parents on how to extend their child's learning at home. This hinders the two way process in helping children achieve their full potential. Parents do receive satisfactory information about their child's progress through access to their child's key worker and assessment files. Parents are asked to bring objects in for the topic, and children can take home the 'weekend bear' to record their home experiences and share with other children.

## **Organisation**

The organisation is satisfactory.

There are effective recruitment procedures, which ensure staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a good training programme implemented for staff and many training courses have been attended. In addition, most staff have attended child protection and first aid. This helps to broaden children's experiences and contributes to the quality of care provided. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. Procedures for recording accidents and medication are clear and all children's attendance is recorded well.

Space and resources are used appropriately, although there are some weaknesses, for example, children's access to a full range of resources. Staff deployment is very good and adult child ratios are high, which benefits children very well by giving them good support. Staff are caring and attentive to children's needs offering comfort when needed. Consequently, children are settled, happy, and enjoy their time in the setting.

The leadership and management of the setting for children receiving nursery education is satisfactory. Management is motivated and enthusiastic to make improvements in the setting. The staff team receives support and guidance through regular supervision and appraisals. They

work well as a team and are clear about their roles and responsibilities. However, systems for monitoring and evaluating nursery education are not rigorous enough, this results in gaps in the nursery education offered. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection it was recommended that management improve documentation. Good improvements have been made to protect children. Systems for recording incidents, children's existing injuries, medication and visitors are all established and well maintained. The child protection policy and procedures now contain information on procedures to follow in the event of allegations of abuse being made against a member of staff, and the complaints procedure has been updated to include the regulators contact details.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children have access to a broad range of resources at all times in the playrooms

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff's knowledge and understanding of the Curriculum guidance for the foundation stage
- develop the planning of the activities in line with Curriculum guidance for the foundation stage, and link the planning to children's assessment records

- make available to parents information about the Curriculum guidance for the foundation stage, and encourage parents to be involved in their child's learning by extending activities at home
- develop monitoring and evaluating systems for the nursery education.

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