



Birkenshaw Kindergarten Club

Inspection report for early years provision

Unique Reference Number	509899
Inspection date	24 July 2006
Inspector	Maralyn Chiverton
Setting Address	38 Old Lane, Birkenshaw, Bradford, West Yorkshire, BD11 2JX
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Registered person	Mr and Mrs Bell
Type of inspection	Integrated
Type of care	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.

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 good. 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?

Birkenshaw Kindergarten is privately funded and has been registered since August 1994 to care for no more than 37 children aged between three months and five years. There are currently 57 children on register; six of whom are in receipt of nursery education funding.

The setting operates from a purpose built extension to the owner's home and offers full day care from Monday to Friday throughout the year, closing only for Bank

Holidays, Christmas and New Year. Sessions are from 07.45 to 18.00.

The setting is situated on the outskirts of Bradford and is close to local amenities. The majority of staff have a recognised early years qualification. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff implement good, effective practices and procedures which ensure children's individual needs with regard to keeping healthy are met. They are provided with a varied and interesting menu which is nutritional and caters for individual dietary needs. Their understanding of healthy eating is well promoted through discussion of the benefits of nutritious food during mealtimes. Children's understanding of personal hygiene is well promoted through discussion and simple explanations. They freely access drinking water throughout the session and are competent and consistent in their personal care. They are well protected from infection through the implementation of a clear, effective sick children policy, which clearly states adherence to exclusion periods for communicable illnesses.

Children are provided with an exciting outdoor area which promotes their enjoyment and involvement in physical activity. They are also provided with comfortable areas for rest and relaxation. Babies and young children are made to feel special through an effective key worker system, as well as established shared understandings between parents and carers. They receive very good attention and support which promotes and fosters their emotional well-being. Younger children freely explore their own environment with confidence and independence, whilst babies learn to gain good control of their bodies with support and encouragement from their key workers.

Children in receipt of funded education, benefit from a well resourced outdoor area where they have access to safe climbing equipment, a variety of wheeled toys as well as a good range of small equipment, such as bats, balls and hoops; all of which encourage and promote a positive attitude towards physical exercise. They show good awareness of themselves, space and others and move with good control and coordination in a variety of ways. For example, moving to music and participating in action songs. Children are very competent in using a wide range of small equipment, such as pencils and scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and welfare is well promoted through the high priority given by staff to maintaining a safe and secure environment. This is achieved through the implementation of effective policies and procedures. For example, health and safety, a visitors book and written risk assessments. Fire evacuations are practised and

recorded on a regular basis. Children's understanding of personal safety is well promoted through discussion and simple explanation. For example, 'we put on cream so the sun doesn't burn our skin'. Children have access to a good range of resources which are safe, suitable and purposeful. Any in need of replacement are purchased from a reputable company to ensure BS EN safety standards have been met.

Babies and young children under three years of age are provided with good opportunities to make safe choices. They are beginning to understand the need for a balance between freedom and safe limits through effective support and encouragement, as well as implementation of clear, consistent boundaries. Shared information communicated on a daily basis ensures children are kept safe.

Children are protected from risk of harm through the staff's good knowledge and understanding of child protection issues and the procedures to follow in cases of concern. A formal recruitment policy procedure ensures all staff receive clearance before working with children. All staff have a valid first aid certificate.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident, settled and happy in their environment. They show satisfactory concentration, interest and involvement in their play. They independently choose from a good range of activities and resources already set out. Children are provided with appropriate opportunities to develop their recognition of colour, shape and number through planned focused activities. However, staff do not always use opportunities through everyday routines to further promote children's knowledge and understanding of shape, colour and number.

Babies and younger children receive cuddles and supportive interaction from staff who sit on the floor with them, using eye contact, facial expressions and voice intonation to develop their communication skills. They receive lots of encouragement to be creative through painting, play dough and movement to music. However, a lack of natural materials limits children's ability to develop their curiosity and perception of their immediate environment.

Nursery education.

The quality of teaching and learning is satisfactory. Children make steady progress because staff have an appropriate understanding of the Foundation Stage. They provide a good variety of interesting, well planned activities and experiences that are linked to all areas of learning. Staff place emphasis on good interaction with children, they generally use good questioning skills and are supportive in their learning. However, they do not provide realistic challenges for the older and more able children. There are relevant systems in place to monitor, assess and record children's progress. However, there is no effective system for monitoring, recording and extending the learning of individual children.

Children are confident enough to join in when appropriate and enjoy being together in

small groups. They assume responsibility for their personal care and are able to count competently up to ten and write numbers up to five. They are able to write their names and develop a good awareness of the wider world through planned topics, walks to the local park as well as discussion about the birth of a new calf in an adjacent field. Children enjoy using all their senses to explore a wide range of activities and experiences, such as making models, musical instruments and baking.

Helping children make a positive contribution

The provision is good.

Children are valued, respected and well cared for through an effective key worker system which allows the individual needs of each child to be met. Children benefit from staff's very caring interaction as well as their comprehensive understanding of how to raise awareness and promote equality of opportunity. For example, staff are good role models, have a positive attitude, as well as a strong commitment to treat all children with equal concern. Babies and young children develop a good sense of belonging and self-assurance through the provision of a very caring environment and effective interaction with adults. Their personal routines are well catered for, which allows them to feel valued and important.

There are effective arrangements in place to care for children with learning difficulties through the good knowledge and understanding of the designated special needs coordinators. Children are well behaved. Staff use consistent praise and encouragement to reinforce the children's good behaviour and allow children to have freedom of expression within the boundaries of politeness. Children are given clear boundaries and encouraged to share and take turns. Their spiritual, moral, social and cultural development is well fostered. For example, they take turns, share, show concern and acceptance of the needs of others.

Partnership with parents and carers is good. Parents receive good quality information about the provision provided as well as Birth to three matters framework and the Foundation Stage. They are encouraged to be involved in their child's learning through providing resources which link into themed topics. Parents receive verbal feedback about their child's progress as well as having access to their child's individual file. Parents are welcomed and encouraged to share information. This allows children and parents to make a positive contribution to the provision provided.

Organisation

The organisation is satisfactory.

Children are cared for in a well organised environment. Space and resources are satisfactorily organised with designated areas for children to play and relax. The provision is well managed by full-time and part-time staff. There are effective contingency plans in place to ensure the adult child ratio is well maintained and adhered to. Well written policies and procedures which are clearly understood and implemented by all staff, effectively promotes the care, welfare and safety of all children. The majority of staff have a recognised early years qualification, whilst

others are working towards one. Children are kept free from risk of harm through a formal, effective, recruitment procedure and the good knowledge and understanding of staff with regard to the issues and procedures surrounding child protection.

Leadership and management is satisfactory. The setting monitors and evaluates the nursery education through questionnaires to parents, annual appraisals and team meetings as well as written feedback from an advisory teacher. Staff work well as a team and are encouraged to develop their knowledge and improve their practice through training. However, the inconsistency of staff with regard to the quality of teaching, limits children to making steady rather than good progress in the six areas of learning. Parents are kept well informed of their child's progress through daily diaries, informative notice boards and verbal communication.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last care inspection the setting has taken very positive steps to improve children's welfare, safety and learning through training and support from the local authority. For example, all staff have received first aid training, there are two designated special needs coordinators as well as a designated child protection coordinator. The setting has improved planning for children aged three years and under, through working with the Birth to three matters framework.

All documentation has been reviewed to ensure all requirements are in place. Staff understand and effectively implement all policies and procedures, which ensures the provision runs smoothly and efficiently. For example, the introduction of a visitors book as well as recording the time children arrive and depart. The setting has introduced a water fountain to ensure children have regular access to fresh drinking water.

Complaints since the last inspection

There are no complaints to report. 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.

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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):

- further develop heuristic play to allow children to develop their curiosity and skills of perception through a range of natural materials.

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):

- introduce an effective system for monitoring, extending and recording next steps in children's learning; to incorporate effective challenges for older and more able children
- ensure all staff have a consistent approach with regard to the quality of teaching

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk