



Community Works Nursery & Children's Centre

Inspection report for early years provision

Unique Reference Number	EY337227
Inspection date	28 November 2006
Inspector	Rachel Ayo
Setting Address	Undercliffe Lane, Undercliffe, Bradford, West Yorkshire, BD3 0DW
Telephone number	01274 200589
E-mail	office_communityworks@yahoo.co.uk
Registered person	Otley Road & Undercliffe Community Works
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 inadequate - notice of action to improve. The registered person does not meet 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?

Community Works Nursery and Children's Centre was registered in 2006 to serve the local area of Undercliffe, in Bradford. The centre comprises a day nursery, which is open each weekday for 50 weeks of the year from 08.00 until 18.00; a crèche to support parents and carers attending the centre; a variety of courses and drop-in support groups for parents, carers and their families.

All services are housed in a purpose built building with outdoor play areas for the children. The nursery and crèche operate from three rooms within the building and also have access to the main hall. A maximum of 26 children may attend the nursery at any one time. There are currently 30 children on roll aged from three months to under five years, of these, 12 children receive funding for nursery education. The crèche offers a maximum of 12 places and operates as required to support various adult groups that run in the centre. The setting supports children

with learning difficulties and disabilities and children who speak English as an additional language.

A management board of directors oversees the operations of the centre. There is a separate sub-committee mainly responsible for the childcare services. There are two centre managers, supported by a manager, responsible for overseeing the nursery and crèche provision. The setting receives support from Bradford Early Years, a teacher and an outside consultant. There are 11 full time and five part time staff members who work in the nursery and crèche. Most staff, including the manager, have early years qualifications and three staff members are currently working towards this.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are sufficiently protected from infection because staff generally follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, colour coded cleaning clothes and mops are provided and most staff are aware that tables need to be cleaned with an anti-bacterial solution before children eat their snack or lunch. Toilets are cleaned regularly during the day, as reflected in the cleaning rota. This ensures that they are maintained in a hygienic state, therefore promoting children's good health. Hand-washing arrangements are generally suitable in promoting children's good health, although staff show inconsistency in washing children's hands before meals. Children brush their teeth after meals and staff talk to them about the importance of this. This helps children to understand simple good health and hygiene practices that contribute to a healthy lifestyle.

Accident and medicine procedures are implemented suitably in most aspects to promote children's safety and welfare. For example, it is mandatory for all staff to attend first aid training and accident records are well maintained and checked regularly as part of ongoing risk assessments.

Children are sufficiently nourished. They enjoy the healthy snacks of fruit and a designated cook provides a good range of generally freshly prepared meals, such as jacket potatoes with salad, tuna, cheese and beans. These are planned well and fully take into consideration children's individual dietary needs, whether these are cultural or if a child has a particular allergy. However, due to a lack of staff support and encouragement at mealtimes, some children eat very little and are, therefore, not being effectively helped to be well nourished.

Children in the two to five year room are able to freely access the outdoor area, which ensures that they benefit greatly from fresh air and exercise. Older children confidently ride around on wheeled toys, generally avoiding obstacles and their peers as they manoeuvre these skilfully, even attempting to go backwards. They enthusiastically play with tennis bats and balls, even inviting the childcare inspector to join in. Children under two years have their own area and age-appropriate equipment to promote their safety and enjoyment of playing outdoors. Even babies benefit from fresh air as they are wrapped up warmly to observe their surroundings as they sit in their pram. Indoors, children excitedly join in with music and movement in the hall.

They sing loudly, flap their arms and pretend to waggle their tails as they imitate a duck or a dog whilst engaging in the 'Old McDonald had a farm' song. Children's rest and sleep needs are in line with their home routine and individual requirements.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a warm and welcoming environment. Their artwork is presented attractively and a large range of posters and photographs adorn the walls, creating a strong visual impact for children and parents. Space is generally organised effectively to meet children's individual needs and enable them to take decisions. Resources for all age groups are stored at child height on low level shelves and in attractive and interesting storage equipment, such as wicker baskets, wooden boxes and coloured tubs. Activities and resources are set up in different areas to enable children to move around freely, enhancing their play, learning and development. A generally very good range of safe and suitable equipment is provided to promote children's development, however, eating utensils are not appropriate to meet the individual needs of some of the younger children.

Children's safety and welfare is compromised because risks are not sufficiently identified or made safe. Staff fail to observe a deep pool of natural water gathered in the sandpit cover. Cleaning materials are left unattended on the edge of the sink, along with a mop bucket of water. Children's coat pegs are situated in the entrance hall where there are a number of side rooms, including an accessible laundry area. This means that children have access to electrical appliances, such as the dryer, and cleaning materials housed in a low level cupboard. The manager explains that staff check on children in this area or inform her if she is in her office. This does not effectively protect children from hazards, particularly if the manager is distracted, for example, by a phone call or parent.

Staff supervision indoors and outdoors is not always sufficient in helping children to stay safe and avoid accidental injury or serious incident. There are times when all age groups are together in the two to five year room, for example, before the second staff shift begins on a morning. Young children are observed to be left unattended, where they have access to small, inappropriate objects, such as felt-tip pen lids or paperclips. Staff fail to notice one such child, happily accessing and emptying trays containing such items. At times, staff members are left on their own outdoors with a large group of children. On one occasion, one staff member is distracted and fails to notice that a young child is climbing precariously on a chair. Another adult, not a staff member, intervenes to prevent an accident.

The high room door handles, key code, camera system and signing in procedures ensure the security of the building, thus preventing children from leaving unsupervised and protecting them from unsuitable adults. However, the outdoor area is not fully secure. Children are appropriately safeguarded as, overall, staff demonstrate an adequate understanding of child protection and are aware that they must pass on concerns to their manager. The key person is fully aware of the procedures to follow, including liaison with other professionals and the most recent guidance is held.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Overall, children are settled and happy within the setting. Staff use home visits and 'stay and play' sessions to help children to develop self-assurance and confidence in their new environment and relationships with staff, in particular, their key worker. Children confidently explore and investigate as they freely choose from a good range of resources and planned activities, which support their development and learning, including the children cared for in the crèche. These include painting, building with construction toys, reading books, dancing to music and bathing the dolls. Staff also use spontaneous events to support children's learning. For example, they join pieces of paper together, drawing a road for children to play imaginatively with their cars. Children say that they want a 'curvy' road. Children relate well to others as they play in the role play hairdressers. They act out roles, such as the 'mummy' and 'sister', enthusiastically pretending to wash and dry each others' hair.

Children readily approach the childcare inspector as they show high levels of inquisitiveness and confidence. They ask questions about the laptop, wanting to know what it does, while attempting to press the keys themselves. Children eagerly take part in making dough; they delight in mixing the ingredients and learn to co-operate and share as the bowl is passed around the table for everyone to have a turn. Children use a range of equipment that helps them to develop their fine motor skills and good hand-eye coordination. For example, they use paintbrushes, draw with mark-making materials and concentrate hard as they attempt to thread the cotton reels.

Babies and very young children freely access the low level resources. They enjoy exploring the contents of the treasure baskets, which display a wide range of sensory objects in an exciting array of textures and materials. They thoroughly enjoy splashing in the water, supported by staff who fill and pour, using different resources. Babies readily approach their key worker for a cuddle or comfort, for example, when they are tired.

Staff say that because this is a new setting, they are still establishing clear routines for children and establishing their own roles and responsibilities. This means that at times, younger children and children with learning difficulties or disabilities are not always effectively supported in the over two's room, even though they have a key worker. Planning and development files are being established well in the baby room. These include observation tally sheets to ensure that all areas of the 'Birth to three matters' framework are being monitored and included. Observations are clearly linked to the framework and staff plan and evaluate weekly, basing the provision around children's interests. Although staff use the same system in the over two's room in relation to the 'Birth to three matters' framework, progress files are still being developed and brought up to date. Most staff show sufficient levels of interest in what children say and do and spend adequate time sitting alongside children to purposefully support their learning.

Nursery Education.

The quality of teaching and learning is satisfactory. An early years teacher works at the setting on a part time basis, to support and help key staff develop the provision of nursery education. Staff have a satisfactory awareness of the Foundation Stage. Children's records are in place,

however, they do not currently effectively identify starting points, which means that information does not show a clear picture of progress. Staff plan and evaluate the provision weekly and base activities around children's interests. They complete focussed activity sheets and carry out observations on the children, however, there are no clear systems at present, for ensuring that the inclusion of all children is actively planned and monitored. Although staff talk to children during focussed activities, in particular, their general questioning does not sufficiently challenge and support children to achieve as much as they can.

Children show generally good levels of interest as they sit and persist for good periods of time at an activity of their choosing. For example, they clearly enjoy washing the doll's hair with the shampoo in the water tray and the role play hairdressers is extremely popular and well-used. Children are confident to seek out others to share experiences, for example, as they style the childcare inspector's or staff member's hair, using a range of equipment. Children are encouraged to find their name and picture as they learn to self-register on their arrival, therefore developing independence. Staff remind children to hang their coat or apron on the peg rather than throw this on the floor, which helps them to learn to manage developmentally appropriate tasks. Most children use language confidently for a range of purposes. They describe their experiences and express their ideas, for example, as they sit inside the constructed small world castle, saying that they are a princess. Although, the book area is made welcoming and comfortable, staff are still developing this area to try to encourage children to access books more frequently. Children use one-handed tools confidently; they create a variety of marks as they use long purposeful strokes with the paintbrush and grip the spoon tightly to mix the dough ingredients around. A range of opportunities are provided by staff for children to use writing as a means of recording and communicating. For example, there are clip boards and paper in the mark-making area, an appointment book is provided in the hairdressers and children are invited to write their own story in the book area.

Staff are developing an interesting maths area, using bright posters, number rhymes, such as 'five little monkeys', and good resources set out on shelves. However, interest is limited in this area due to a lack of staff support and encouragement and there are missed opportunities for children to count and solve simple number problems within the daily routine. Children explore and investigate the sand, showing an interest in shape and space as they scoop the sand with the spade to fill up different moulds. They use some mathematical language, such as full, as they smooth the sand out, before tipping it out of the mould, creating a shape. Children enjoy investigating construction materials, for example, as they build with wooden blocks to make a large tower or as they join materials together to make box craft models. Staff provide a range of outings to develop children's awareness of the world in which they live, for example, going on a bus journey. They take part in celebrating a range of festivals to develop a sense of community and see a wide range of photographs and posters, depicting a wide range of family backgrounds and cultures.

Children move confidently in a range of ways. They clearly enjoy music and respond with a range of body movements, such as jumping, clapping and spinning around. They negotiate appropriate pathways, for example, as they move around their peers and furniture indoors, find a space on the carpet or find a chair to sit on at snack time. Children push and pull prams around in the outdoor area and the setting has recently purchased a climbing frame, still to be erected, to develop children's confidence and gross motor skills. They are helped to carefully balance

on the low wall, made by staff using large wooden blocks. Children use good imagination and amusing narrative, clearly based on their own first hand experiences. For example, as they play in the role play hairdressers or explain that they are making a birthday cake whilst filling up sand moulds and singing 'Happy Birthday'.

Helping children make a positive contribution

The provision is satisfactory.

A number of policies are in place to promote equality of opportunity, ensuring that all families are welcomed into the setting. Generally satisfactory systems are in place, to ensure that staff work in partnership with parents to meet children's individual needs. For example, parents complete an information sheet for staff to gain an insight into their child, such as likes and dislikes. Parents receive a detailed handbook that includes a wide range of information, such as the aims of the setting, policies and procedures and activities. However, some information is not shared with or gained effectively from families for whom English is not their first language.

Children learn to respond to appropriate expectations for their behaviour because staff use satisfactory methods to manage children's behaviour. For example, they remind children to put up their thumb if they wish to say something during story time and use sufficient explanations to help children learn about boundaries, such as why they do not run indoors. Children develop self-esteem because staff offer praise and encouragement, for example, when children have painted a picture or sat back on their chair for lunch. Staff plan a range of topics and a large range of positive images are displayed around the nursery and crèche, raising children's awareness of diversity. Children learn to respect the needs of others as staff support them in sharing and turn-taking, for example, with wheeled toys, the paint and the equipment in the role play hairdressers. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents, in relation to nursery education, is satisfactory. Parents are provided with information about the Foundation Stage via the nursery prospectus and through more detailed separate information, specifically detailing the areas of learning. A parent contribution sheet, or daily book, is provided for parents to make comments about their children, which can be added to development files. Parents are also encouraged to bring photographs from home supported by comments, again, to add to children's files. Parents are invited into the setting as part of the planning, for example, to help children learn about different cultures and beliefs and parents are invited on trips. Staff encourage parents to contribute to topics, for example, bringing in materials to make Halloween costumes. Although parents can access their child's development record, these are still being developed, therefore, at present do not clearly show how their children are progressing.

Organisation

The organisation is satisfactory.

Children move around freely and their learning is enhanced as they choose from well-organised resources. Recruitment and vetting procedures are effective in ensuring that children are protected and cared for by staff with a sufficient knowledge and understanding of child development. Staff initially complete a common core competency assessment to identify their

key strengths and any areas for personal development. Training needs are clearly identified within this process and staff are supported in attending any necessary courses. Staff are fully involved in evaluating their own practice through regular appraisals.

The staff team are newly established and still developing the children's routine, along with effective ways of working as a team. This reflects in the present lack of clear direction, roles and responsibilities within the nursery rooms. The manager acknowledges that this is an area for improvement, which they are addressing. Although children are allocated a key worker, which helps them develop a sense of belonging, staff are deployed around the setting as necessary. Record keeping systems are generally used appropriately to promote the efficient and safe management of the provision, children's well-being and meet individual needs.

There are clear induction arrangements, which include informing staff of the setting's policies and procedures. However, staff are not sufficiently ensuring that these are working in practice to promote positive outcomes for children in some areas, in particular, the outcome of 'staying safe'. This compromises children's safety and welfare and impacts on staff showing a high regard for the well-being of all children.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

The additional services offered within the centre allow for children and parents to benefit from other types of groups and provision, in line with their needs, for example, the crèche. Therefore, a wider section of the community is able to access childcare, which enables parents and carers to access groups, information and courses to develop their own skills.

Leadership and management, in relation to the nursery education, is satisfactory. Although there are good arrangements in place to support staff in training and clear aims for the setting in the operation plan, staff are still developing the nursery education provision. This means that, at present, there are identified weaknesses in some areas. Key staff are responsible for delivering the Foundation Stage and the manager holds update sessions with staff and her own line manager regarding the provision and any identified weaknesses. Clear evaluation systems are being developed to ensure that the setting shows a commitment to improving care and education for all children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, 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 all 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure that positive steps are taken to promote safety within the setting and outdoor area, in relation to water, cleaning materials and electrical appliances
- review the risk assessment to ensure that children are supervised adequately at all times.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- continue to develop the systems in place to identify children's starting points and next steps for learning, to ensure that records give a clear picture of progress
- improve the planning systems to ensure that children's individual needs are clearly identified and met
- provide more opportunities within the daily routine for children to count and solve simple number problems
- ensure that staff questioning methods challenge and support children to achieve as much as they can.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk