

University of Bradford Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 302068 |
| Inspection date | 15 March 2007 |
| Inspector | Ingrid Szczerban |
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| Registered person | University of Bradford |
| 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 good.

WHAT SORT OF SETTING IS IT?

The University of Bradford Day Nursery opened in 1992. It operates from five playrooms in two single storey buildings on the Laisteridge Lane site of the University campus. All children have access to secure outdoor play areas. The nursery serves the children of staff and students of the University of Bradford; with a few places available to the general public.

There are currently 69 children on roll, this includes 22 children who receive funded nursery education. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language. Opening times are 08.15 to 17.30 from Monday to Friday throughout the year. An out of school club is provided for children up to the age of 12 during the summer holidays.

There are 20 staff employed, the majority hold recognised early years qualifications to level 3 and above. The setting receives support from the local authority. They have achieved the awards for Investors in People and Investors in Children. They have also met the required standard for the Effective Early Learning quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are fully addressed. Children demonstrate good personal hygiene habits and have a growing awareness about the spread of infections. They know why they must cover their mouth and nose when sneezing because this can spread germs which can make them poorly. Children are effectively protected from cross infection through the use of effective hygiene practices and procedures. The sickness policy is implemented very effectively and parents are requested to take their child home when they have contagious diseases. A copy of the written policy, which is given to all parents, contains exclusion periods for various childhood illnesses. Children rest and sleep according to their individual needs so that they remain healthy.

A good balanced diet is provided throughout the day to foster children's health and development. Children receive meals in sufficient quantity for their needs and individual dietary needs are fully considered to promote their well-being. Older children can help themselves to water from coolers whenever they wish. Through theme work and discussion, children learn very well about foods that are healthy and they eat fresh fruit and vegetables each day. Foods from around the world are supplied and the children respond well to the meal time routine, sitting at tables to eat and engage in conversations. In the Out of School Club, parents supply packed lunches for their child.

Children enjoy a wide range of physical activities which contribute to their good health. They eagerly look forward to physical activities both indoors and outdoors each day; hence they can climb, balance, ride small bikes and kick balls. When the weather is inclement, space is made in the playroom for vigorous dancing and singing sessions. Thus children learn about the effects of exercise and what their bodies can do.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely and freely in the well organised setting, where risks are identified and minimised by staff through generally good practices. However, the low level mirror in the bathroom is a potential hazard to children. Access to the provision is closely monitored. Doors are kept locked, parents know the access code and visitors must ring the bell to gain admission. Staff can clearly see callers at the door and they ensure that children leave at the end of sessions with a known adult in order to protect children. Health and safety requirements are fully complied with to keep children safe. Children are also learning well about their own personal safety, for example, at the table they are reminded not to wave their cutlery around and they regularly practise fire drills.

Children use a wide range of good quality, developmentally appropriate resources that foster all areas of their development. These are very well organised into specific areas of learning within the playrooms at child height; encouraging children's decision making skills and independence. Other items are stored neatly in labelled boxes and drawers or on higher shelves. This enables staff to ensure that children play with developmentally appropriate resources. Suitable furniture and equipment is available and it is used correctly in order to keep children safe.

Children's welfare needs are fully addressed because staff have attended training in child protection. They have a good understanding of their responsibilities in line with the Local Safeguarding Children Board guidance. There is a comprehensive written policy, which includes the procedure to follow in the event of an allegation being made about a member of staff. The child protection policy is shared with parents prior to admission, so that they are clear about the setting's duty to report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

A very good range of activities is planned and provided for children to foster all areas of development. The staff in the baby and toddler rooms use the 'Birth to three matters' framework well to improve younger children's achievements, such as the use of heuristic play. Children move between activities freely spending as much or as little time as they wish, depending on their interests. This ensures that children learn by the ways in which they interact with materials available to them. The daily routine is varied and flexible, with times for children to rest, have meals and take part in activities both indoors and outdoors.

The interaction between staff and children is excellent, ensuring that warm trusting relationships are developed and that children are very happy and settled. Staff spend all of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment. Staff are sensitive to individual needs, for example, children who do not always wish to join in are supported in another activity with an adult. The care needs of babies are met well, hence they are confident in their environment as they practise walking, push toys along and delight in action rhymes and stories. Babies communicate their needs effectively using simple words and gestures to which the staff are attuned and respond enthusiastically, thereby fostering further development. Toddlers investigate the properties of sand and water with good levels of concentration. They eagerly seek out familiar role play activities and busy themselves combing their own and other children's hair. Their emerging use of language is fostered through enthusiastic participation in singing sessions. Some of the children do not engage well at story time because they are not yet able to concentrate in a large group, and sometimes the story selected is too advanced. This results in some of them being bored and restless. They do, however, very much delight in impromptu stories read to them in small groups of two or three children.

Though the Out of School Club was not in operation at the time of the inspection, discussion revealed that suitable plans of activities and outings are arranged, in line with children's wishes.

Nursery Education

The quality of teaching and learning is good. Key staff have good knowledge of the 'Curriculum guidance for the foundation stage' and of how children learn effectively. They challenge children effectively by using good questioning to encourage the children to think and respond in their own words. Plans of activities consistently cover the six areas of learning and are implemented flexibly to reflect children's interests and ideas. Children's development records contain observations of their achievements but these are not clearly linked to the stepping stones, resulting in a lack of clarity about the next steps for individual children's learning.

Overall, the children are making good progress in all areas of learning. A strength of the setting is the children's progress in their personal, social and emotional development. Children are very happy to attend the setting and enter the playroom confidently. They operate independently

within the nursery, seeing to their own personal hygiene and care. They can use the toilet and put on their own hats and coats. Children have good manners, they say please and thank you and are considerate to one another. Children are beginning to make good attachments to others in the group and have friends they like to be with. 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 display high levels of involvement in the activities and spend a good deal of time at their chosen activities, interacting with staff. For example, children concentrated very hard when playing a picture lotto memory game.

Children communicate well. They confidently talk about themselves and are actively encouraged to explain things in their own way. They enjoy an increasing range of books linked to current themes and handle books well holding them the correct way up and turning pages in the right direction. Children ascribe meaning to marks and can recognise their own names and some can write them. They develop good mathematical understanding and can count up to three or four objects by saying one number name for each item, for instance when selecting cutlery. Calculation is used in everyday situations. As children serve drinks they are asked to count how many children are left and therefore how many additional cups are needed.

Children are beginning to find out about the world in which they live. The current theme about energy has captured children's interest very well. They know that eating fuels the body and have a very good understanding of foods that are good and bad for them. Children use magnifying glasses to look closely at the features of plastic insects and can name various parts, such as feelers and pincers.

Children move freely with pleasure and confidence both indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing. They have good fine manipulative skills. They use serving spoons with control to transfer food from dishes to their plates and can use tools, pencils and scissors effectively. Children confidently explore a good range of creative materials, such as paint, malleable materials, collage, sand and water. They mould clay into the shapes of fruits and vegetables, and talk about their creations. They delight in moving their bodies to music and learn to how play drums and shakers to the rhythm of a beat.

Helping children make a positive contribution

The provision is good.

An inclusive service is provided treating children with equal concern and valuing their diversity. High value is given to the different backgrounds from which children come. They are surrounded by positive images of different cultures, customs and faiths. Posters, books, dolls, cooking utensils and small world play figures are provided to reflect other ways of life. The children experience a wealth of activities that help them to understand the importance of their own and other's cultures. For example, they learn about the Japanese seed scattering custom, they make music using African drums and they regularly eat foods from other countries. As a result, each child has a good sense of belonging and learns very well how to appreciate similarities and differences. Good levels of support are given to children with English as an additional language and suitable arrangements can be made for children with learning or physical disabilities.

Children's behaviour is very good, they are polite and well mannered. Positive strategies are in place to manage behaviour and staff set clear boundaries, which they consistently apply. Staff act as good role models for the children and praise them regularly to encourage positive

behaviour. This effective approach results in the children having a good understanding of agreed codes of behaviour and means they are able to distinguish between right and wrong. Children help each other spontaneously. The toddlers fetch aprons for each other and an older child patiently explained the rules of a game to a younger one. They act as monitors and serve drinks. They learn to consider the needs of others by taking part in fundraising activities for children's charities. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are warmly welcomed into the setting. They receive clear information about the setting and its policies and procedures. Parent notice boards contain information about planning, themes and activities. Parents are kept well informed by the newsletter, and receive ongoing verbal feedback regarding their child and how they are progressing. Parents are encouraged to extend their child's learning at home and are asked to bring in artefacts they may have relating to current topics. Suitable arrangements are made to share children's development records with parents on a regular basis. There is a procedure in place for recording any concerns raised by parents but the system is not suitable for recording any written complaints that may be received from parents.

Organisation

The organisation is good.

The well organised and welcoming environment allows children to exercise choice and promotes their increasing independence and confidence. Resources and activities are attractively presented and children are able to freely select further resources to support their play if they wish. All the required documentation is in place and policies and procedures are successfully adhered to in practice. Recruitment and vetting procedures ensure children are sufficiently well protected and cared for by staff with good knowledge and understanding of child development. Induction procedures are sound and ensure that staff have a good awareness of expected practice.

Leadership and management of the nursery is good. Staff are extremely enthusiastic and have a high level of commitment towards continuously improving practice and their individual learning. Staff enhance their skills by attending regular training courses and sharing their knowledge with the team; one is currently studying to degree level. They work very well together as a team and each has a clear understanding of their roles and responsibilities. The managers give good support to the staff, through constant guidance, staff meetings and appraisals. The setting is pro-active in identifying areas for development and regularly seeks and acts on the advice and support from the local authority. This demonstrates a willingness to continually improve and has a positive impact on the care, learning and play provided.

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 a recommendation was made to share child protection information with parents. The child protection procedure is now included in the parents' hand book and it is also displayed on the notice board, thereby improving communication.

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

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The quality and standards of the nursery education are good.

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):

- make safe or inaccessible the low level mirror in the children's bathroom
- review and develop the organisation of the story time routine in the toddler's room, so that all children are engaged
- develop a system for recording any complaints that may be received in writing from parents.

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 the methods for linking assessments to the stepping stones in order to clearly identify the next steps for individual children's learning.

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