



Children's Place Ltd

Inspection report for early years provision

Unique Reference Number	EY277601
Inspection date	19 March 2007
Inspector	Ingrid Szczerban
Setting Address	Burnett Fields Family Centre, 42 Greaves Street, Bradford, West Yorkshire, BD5 7PE
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Registered person	The Children's Place Ltd
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?

Children's Place Ltd was registered in May 2004. It operates from a purpose built building close to the centre of Bradford, in West Yorkshire. There are two playrooms and all children have access to enclosed outdoor play areas. The nursery serves the local community and the surrounding areas. It is part of the Children's Place Ltd Organisation, working in partnership with Burnett Fields Family Centre. There are currently 60 children on roll, of these, 20 receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with learning difficulties and some with English as an additional language. Opening times are Monday to Friday from 7.30 to 18.00, all year round.

There are 11 staff employed. The majority hold a level 3 qualification and a qualified teacher is engaged on a part time basis. The nursery have recently completed the National Day Nurseries

Association (NDNA) quality assurance scheme, Quality Counts. They are currently working towards an accreditation for offering inclusive care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate good personal hygiene habits and gain a growing awareness about the spread of infections. They know to wash their hands after using the toilet, and the message is reinforced by a display of photographs in the children's bathroom. Children are effectively protected from cross infection through the use of exemplary hygiene practices and procedures. Sterilising spray is applied to a cloth before tables and chairs are wiped, so that children do not inhale the chemicals. The sickness policy is implemented 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 well about foods that are healthy and they eat fresh fruit and vegetables each day. Foods from around the world are provided and children respond well to the meal time routine, sitting at tables to eat and engage in conversations.

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 run. 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 playrooms, where risks are identified and minimised by staff through very good practices. Access to the provision is closely monitored. Doors are kept locked and both parents and visitors must ring the bell to gain admission. Staff can clearly identify callers at the door, and they ensure that children leave at the end of sessions with a known adult. Health and safety requirements are fully complied with to keep children safe. Children learn well about their own personal safety, as they are reminded not to stand on furniture, and they regularly practise fire drills.

Children use a broad 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 drawers and on shelves, which enables staff to

ensure that children play with developmentally appropriate resources. Suitable furniture and equipment is used correctly in order to keep children safe.

Children's welfare needs are fully addressed because staff have attended recent 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.

Children arrive happily and settle into their play with confidence. A very good range of activities is planned and used flexibly for children to foster all areas of development. The daily routine is varied but includes regular 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 trusting relationships are developed and that children are emotionally secure.

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 care needs of babies are met well, hence they are confident in their environment as they practise walking, push toys along and delight in splashing and sitting in the water tray. Young children 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 eat with good appetite and use spoons and forks with increasing control. Stories and singing sessions are enjoyed by younger children who engage wholeheartedly.

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 effective 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, which are clearly linked to the stepping stones, resulting in clarity about the next steps for individual children's learning.

Children display high levels of involvement in activities interacting with staff. For example, children concentrate very hard when playing a picture lotto game. They are confident and are happy to take charge of their personal hygiene. Children play well with each other and co-operate in tasks, such as tidying up before lunch time. They manage developmentally appropriate tasks, such as putting on their own coats and hats, and they serve themselves at lunchtime. Children communicate well and enjoy conversations with each other and staff. They recall past events

describing what they did the previous day, when it snowed. Children are skilled at recognising letters and words and enjoy looking at books. They make marks in a variety of ways, and can recognise their own names as they use self registration cards and find their named place mats.

Children 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. They can recognise shapes, such as circles in everyday objects as they use cutters for the play dough. Children talk about, recognise and reproduce simple patterns, such as the stripes and spots of jungle animals. Children are beginning to find out about the world in which they live. The current theme about animals has captured children's interest very well. They use magnifying glasses to look closely at the development of tadpoles in a tank. They enjoy outings and have made books to record their visits to the post office and the dentist. Visitors, such as the fire brigade and a mini beasts specialist, are invited into the nursery to expand the children's awareness of the world around them.

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. Suitable provision is freely available outdoors for younger children to learn to climb and balance, however, more able children are not always sufficiently challenged in their large physical development. Children have good fine manipulative skills. They use serving spoons with control to transfer food from dishes to their plates and can use tools, the touch screen computer, pencils and scissors most effectively. Children confidently explore a good range of creative materials, such as paint, malleable materials, collage, sand and water. They express their imaginative ideas well through role play, such as pretending to go on a shopping trip, where they gather together bags, dolls and buggies and set off.

Helping children make a positive contribution

The provision is good.

An inclusive service is provided treating children with equal concern and valuing their diversity. Children with challenging behaviour and delayed physical development are supported well, as are those with English as an additional language. Some of the staff are bilingual enabling effective support to be given to children and their families. Children have access to a range of resources and activities which reflect diversity and value cultural differences. Their own festivals and those of others are celebrated throughout the year, hence they begin to gain an awareness of cultures and beliefs. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good. 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 show genuine consideration for others, for example, they fetch aprons for each other without being asked and take turns when playing games.

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. Notice boards

contain detailed information about planning and recent themes and activities. Parents are kept well informed through the newsletter, they are invited to discuss their child's progress at parent's evenings and staff talk with them each day. 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.

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. However, the nappy changing routine for the two to five year olds, sometimes impinges on the time available for activities in the baby room before lunch. Children from the two to five years room are brought into the baby bathroom for changing at this time, which results in activities being cleared away earlier in the baby room.

All the required documentation is in place and policies and procedures are successfully adhered to in practice. Rigorous recruitment and vetting procedures ensure children are well protected and cared for by staff with good knowledge and understanding of child development. Induction procedures are excellent 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. 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 person in charge provides constant guidance and sets a good role model for staff as she works in the playrooms to cover for break times. The setting is pro-active in identifying their own 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 the setting received a recommendation to continue to update knowledge and understanding of child care to further enhance the good service already provided. The nursery have enhanced the resources and have continued to extended staff training. Thereby improving the service provided for children and their families.

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.

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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):

- develop the provision of nappy change facilities for the children in the age two to five years room.

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):

- extend the opportunities provided for physical play, to challenge and extend more able children

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