



Pippins Childcare and Education Centre

Inspection report for early years provision

Unique Reference Number	EY336949
Inspection date	08 January 2007
Inspector	Ann Webb
Setting Address	Holme Wood Childrens Centre, Haslemere Close, Bradford, West Yorkshire, BD4 9EB
Telephone number	01274684488
E-mail	SARAHPROCTER@SURESTARTBHT.ORG.UK
Registered person	Surestart BHT LTD
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Pippins Childcare and Education Centre at Holmewood Children's Centre opened in 2006 and all services operate from a purpose-built building. It is situated in Holmewood in Bradford on the site of Knowleswood Primary School. A maximum of 84 children may attend the centre at any one time. The centre is open each weekday from 08.00 to 18.00 for 51 weeks of the year, providing full day care, a crèche to support parents and carers attending the centre and a variety of courses and drop-in support groups for parents, carers and their families. These include: a pilot for free nursery sessions for two-year-olds; little learners; money advisory project; family development team; food 4 thought; stay and play sessions and; short courses.

All children share access to a secure enclosed outdoor play area. There are currently 25 children aged from birth to under five years on roll. Children receive funding for nursery education in the adjacent school nursery. Children come from the local and wider communities. The nursery has provision for children with learning difficulties and disabilities, and those children who speak English as an additional language. There is an overall centre manager, the day nursery

manager, nursery staff, an early learning team and an early years teacher. All of whom hold appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children learn effectively about healthy eating. For example, they try fresh vegetables each day at lunch time and snacks are a variety of fruit. Additionally, the children drink water and milk throughout the day. A four week menu details breakfast, lunch, tea and two snacks and is displayed for parents. A vegetarian option is always available and all individual dietary requirements are catered for. Most of the staff have a certificate in food hygiene which ensures that food is appropriately prepared and presented.

There are good opportunities for the children to have fresh air and exercise. Each day the children are able to access adjoining outdoor play areas. They use large physical equipment to develop their skills for climbing, jumping and sliding, such as a climbing frame, large tyres, planks, crates and sit and ride toys. Younger and less mobile children practise rolling, crawling and walking supported and encouraged by the staff.

There are good hygiene routines in place. The children develop a good sense of personal hygiene through hand washing routines and nappy changing practices. For example, the staff wear protective gloves and aprons and wipe down surfaces after use.

The children's health and well-being is further enhanced by the clear sick children policy and the effective management of children's illnesses. For example, children with an infectious illness are expected to remain at home.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a safe and secure environment. The security to the premises is very good, for example, all visitors are required to identify themselves and sign in at reception. Internally, the rooms used by the children can only be accessed by the use of a scanner key.

The staff monitor the children's safety consistently. They check equipment before it is presented to the children and conduct risk assessments for indoors and outdoors. The children learn effectively to contribute toward their own safety through the practise of emergency evacuations.

All the furniture and equipment is in good order and well maintained. It is suitable for the ages and the needs of the children, for example, low tables, chairs and cots for sleeping babies. All the required safety features are in place, such as socket covers and fire fighting equipment.

The environment is warm and comfortable with some examples of children's art work displayed. However, there are limited visual displays and pictures which make the environment familiar and welcoming for children and their families.

The children's safety is further promoted by the clear child protection policy. For example, all the staff have a good understanding of the procedures to follow and know how to record and report their concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children have access to a sufficient range of toys and resources. For example, role play, construction, small world figures, books, sand and musical instruments. They are able to free flow into the adjoining outdoor play areas as they choose.

The children are happy and settled and interested in the activities provided. The younger children play with musical instruments and sit close to staff responding with smiles as the sounds catch their interest.

The staff understand the developmental needs of the children and introduce resources from natural and recycled materials. For example, hanging above the changing tables are shiny discs. The children watch closely as they spin and twist in the air.

The children's key worker tracks the children's development closely, and they follow the 'Birth to three matters' framework and the Foundation Stage guidance. Children's progress is recorded in development profiles which capture the children's achievements with photographs, samples of their art work and short written observations.

Helping children make a positive contribution

The provision is satisfactory.

The children have access to a reasonable range of resources which reflect a positive image of gender, race and disability. For example, small world figures, books and dressing-up clothes. They learn appropriately about the world in which they live through the celebration of cultures and festivals, such as Christmas.

The staff have developed a suitable and professional partnerships with parents and carers. They exchange informal information at the beginning and end of each session and provide written information regarding the care of smaller children. For example, they detail times of sleeps, nappy changes and times of feeds. Additionally there is an information leaflet, a notice board and registration form. The registration form gives parents and carers the opportunity to describe the individual care needs for their children including any medical or dietary requirements. However, profiles with information regarding the children's development and progress are not readily accessible for parents.

There are appropriate systems in place to support children with learning difficulties and disabilities. For example, the building is accessible with adapted toilet facilities. Additionally, a key member of staff is designated to liaise with children, parents, carers and other professionals. The children's behaviour is managed effectively. The staff use appropriate strategies to promote positive behaviour, such as smiles and words of praise and encouragement.

Organisation

The organisation is satisfactory.

The children are cared for in an effectively organised environment. There is a good level of qualified and experienced staff who attend regular training in order to keep up to date with current childcare practice. For example, first aid and food hygiene. There is a good management system in place which supports staff at all levels, for example, through induction and appraisals. The system for recruitment is rigorous and ensures that the staff are suitable and have the appropriate skills and knowledge to undertake their roles and responsibilities.

All the required records and documents are in place, such as attendance registers, accident and medication records. However, the complaints procedure does not include the contact details for the regulator and the uncollected child policy has insufficient details. Additionally, the conditions of registration are not clearly displayed.

The additional services are newly established and have begun to forge links between the nursery provision and services for children, parents and carers. A number of groups involving parents and members of the community use the centre during the day for short courses. For example, talking together language program, story telling and little learners speech and development. These programs contribute effectively toward the language development of the children attending the centre and from the wider community. Overall, the provision meets the range of the needs of the children for whom it provides.

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 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

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.

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):

- update documentation with regard to the complaints and uncollected child policies
- continue to develop a welcoming environment for children
- ensure that the certificate of registration is clearly displayed
- ensure that children's development profiles are readily accessible to parents.

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