

# Bradshaw Early Years Centre

Inspection report for early years provision

---

**Unique Reference Number** 511461  
**Inspection date** 10 July 2007  
**Inspector** Shirley Leigh Monks-Meagher

**Setting Address** Devonshire Street, Salford, Lancashire, M7 4RF

**Telephone number** 0161 792 3271

**E-mail**

**Registered person** Salford City Council

**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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Bradshaw Early Years Centre has been operational for approximately 30 years and became registered in 1999. It is one of four managed by Salford Children's Services Directorate and is situated in the Higher Broughton area of Salford. The centre offers full day care.

The centre is purpose built and has several play areas leading from a central section. Children have access to associated facilities and enclosed outdoor play areas. The centre provides a service for children in need, who reside in any area of Salford. It is open Monday to Friday from 08.00 to 17.00 all year round with the exception of statutory holidays and Christmas week.

There are a total of 58 children aged from 2 to under 5 years on roll, this includes 42 children in receipt of nursery education funding. Children attend for a variety of full and part time sessions. The centre currently supports a number of children with learning difficulties and disabilities and also some children who speak English as an additional language.

The centre has a staff team of 18, including nursery staff and support staff. There are 10 staff working directly with the children and all of them hold appropriate childcare qualifications.

The centre is a member of the National Day Nursery Association and receives advice and support from the Sure Start Partnership and a team of learning difficulty and disability support workers.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from very clean, welcoming premises where stringent procedures are in place for the cleaning and clearing up after each session. Children thrive because staff effectively follow procedures and practices which enable children's nutritional, physical and health needs to be met. Staff are able to implement appropriate environmental health and hygiene guidelines, this keeps the children healthy. Children are developing an excellent understanding of personal hygiene and are keen to become independent in matters of personal care. For example, they help themselves to tissues from strategically placed boxes, clean their noses and then throw the used tissues into the bin. Children who get wet in the water play find their own spare clothes in their bags and change into dry tops so their arms and hands 'won't get sore'. The consistent support and guidance offered by staff enhances their understanding of good hygienic practice. Meticulous detail to the recording of accidents sustained and any medicine administered fully safeguards children's well-being.

Children's health is fostered through the provision of nutritious, balanced meals and snacks which encourage children's intake of fresh fruits and vegetables. These are well presented to appeal to children's appetites and widen their experiences and tastes. Menus are regularly reviewed and amended to meet children's individual dietary requirements, including cultural needs and allergies. Meal times are social occasions where staff sensitively and skilfully support children to choose and enjoy foods that contribute towards a healthy lifestyle. Children understand the importance of keeping hydrated through discussions and because staff sensitively remind children to drink water because it is very warm or they have been exerting themselves in a game. Older children frequently dispense water from the cooler when they are thirsty.

All children benefit from fresh air and exercise and take part in regular outdoor activities which significantly contribute to their health and development. They regularly explore, test and develop their physical control in stimulating experiences. For example, children pedal three wheel bikes between cones and along defined pathways. They use their feet to propel the bikes up the hillside paths and swoosh down again with sheer delight on their faces as the wind rushes through their hair. Excellent staff deployment, interaction and a crystal clear understanding of the children's abilities supports children's confidence to try out new skills, ask for help when needed and set their own limits within a safe environment. They thrive physically because they are given time, opportunity and support to acquire, practise and refine their skills, develop strength and move their bodies fluidly.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children and parents are warmly welcomed into the bright, stimulating environment which is maintained to a very high standard. Rooms are kept at the optimum temperature and sufficiently ventilated to ensure children's comfort. There is more than ample space ensuring children can move around freely and safely. The organisation and arrangement of the centre meet the needs of the children superbly because areas are set out thoughtfully, helping to promote independence and a range of children's skills. Designated areas result in children experiencing

a balanced range of resources. Laundry, kitchen and storage facilities contribute to the smooth operation of the setting and the high quality outcomes for children.

The nursery is splendidly equipped to promote all areas of learning. Resources are of a superior quality and include many made from natural materials. Toys and resources are organised effectively, making them easily and safely accessible to even the youngest children. They are labelled clearly, using pictures and text, helping children to identify resources and know what there is and where things belong. Highly effective systems are in place for checking resources, thereby ensuring they are always safe and suitable for children's use.

Staff give high priority to keeping children safe and secure and take all the necessary precautions to minimise risks to children. For example, thorough risk assessments are undertaken, vigilant staff and electronic entry systems ensure the premises are secure. The diligent completion of staff registers and records of visitors to the premises ensure children's safety is promoted at all times. Children are cared for by vetted adults who are skilful, experienced and knowledgeable. Children's awareness of safety is enhanced through meaningful activities and experiences. For example, they are raising their awareness about road safety issues during stories, role play and creative activities and are learning to keep themselves safe in an emergency because they practise emergency evacuation procedures.

Children's welfare is fully safeguarded by staff who are exceedingly clear that the child's welfare is their main concern. Staff are crystal clear of the procedures to follow in the event of concerns about a child, gained from a wealth of experience in dealing with professional concerns, monitoring children and referrals. The managers and staff work closely with parents and other professionals to ensure that vulnerable children receive the best care possible.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children feel secure, safe and contented within the setting. Close and affectionate relationships throughout the setting yield a harmonious environment where children thrive. High quality interaction between the adults and children results in confident children who develop a strong sense of self in an atmosphere of trust. Children settle quickly on arrival and thoroughly enjoy their time at the centre. They are developing first class independence skills because they are encouraged to 'have a go for themselves' in all areas of their development and learning.

The 'Birth to three matters' framework is used extremely well to enrich all aspects of learning and development for young children. For example, highly innovative sensory opportunities are introduced during heuristic play and treasure basket activities. Children engage in first hand experiences and are making connections through their senses, such as the sweet smell, taste and bright red colour of the sticky, squelchy jelly compared to the bland colour, powdery taste and indifferent smell of the gloop which melts away in their grasp. Assessment is rigorous and used highly effectively to plan for the next steps in children's learning. The planning includes all the components of the framework, which builds on their natural curiosity and significantly enhances the outcomes for younger children.

### **Nursery Education.**

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage curriculum and their teaching highly motivates, stretches and challenges children's thinking and learning, at their individual pace, because planning and interaction is

focused on personalised learning. Consequently, children are making rapid progress in their early education. Children show consistent levels of involvement in all aspects of their day and have access to all areas because staff understand the importance of continuous provision. Staff have a skilful approach to developing positive relationships and boosting self-confidence which is playing a significant part in facilitating children's progress. The learning environment is exceptionally well organised and conducive to learning. Superb use of the outdoor area provides children with rich, varied and imaginative opportunities. For example, children's curiosity knows no bounds when they turn over a log to expose the hustle and bustle of an ant nest or when they discover, ecstatically, the snail who has left a silvery trail on the doorstep.

Children talk with confidence, use a wide range of words to elaborate their ideas and have an excellent understanding of the purpose of writing. For example, they label their work, write shopping lists and letters and cards for the post box. They are beginning to recognise and enjoy letter sounds in stories, such as 'Buzz Buzz Bumble Jelly'. Practical hands on activities are helping children to develop early concepts of weight, measure, size and capacity. They are amazed that the small box of pebbles is heavier than the big box full of feathers and enjoy measuring and weighing each other to see who is tallest, lightest, smallest and heaviest. They record their findings with box and bar charts. Children have a wealth of opportunities to learn about the world around them. They learn about different countries in the world. For example they try different breakfast foods from France, Ireland, Switzerland and Italy and learn about musical instruments from Papua New Guinea and Nigeria. Children have excellent design skills. They transform their own ideas into innovative musical instruments using a host of joining techniques, varied materials and adeptly handling scissors, sticky tape, elastic bands and glue guns. Children are making sense of their world as they perceptively act out their own life experiences in well resourced role play situations.

### **Helping children make a positive contribution**

The provision is outstanding.

Children significantly benefit from the strong, professional and positive partnerships that are developed with parents and carers. Staff work diligently with parents and carers to effectively meet children's individual needs and ensure they are fully included in the life of the centre. Consequently, the children's key workers fully understand the children's individual health, dietary, social and emotional needs, religious and cultural beliefs and work hard to ensure these are reflected and well catered for within the provision. Children learn about the diversity of our society and the wider world through a wealth of resources which portray positive, non-stereotypical images and the positive role model of the staff. In addition they acknowledge traditions, celebrations, cultures and festivals from around the world. For example, they learn about cultural foods as they sample 'breakfast dishes' from a variety of countries.

Children are warmly greeted by staff who are interested in what they have to say and encourage them to realise their ideas and abilities. Children are learning about responsibility because they undertake small tasks, such as collecting the raincoats together after outdoor play. Their work and photographs of them participating in activities adorn the setting, promoting their self-esteem and respect for others. This helps them to feel valued, secure and a real sense of belonging. They are learning to work harmoniously with others whilst enjoying the freedom to explore within appropriate boundaries. Children are able to choose from a wealth of balanced resources, whilst staff effectively support them in sharing and turn-taking. For example, when playing with balls children are encouraged to roll them to each other so everyone is included. Children's behaviour is admirable. They learn appropriate codes of behaviour, such as 'be kind to each other' and 'use our hands gently'. Calm and positive staff are exemplary role models

who use consistent strategies to promote acceptable behaviour raising children's awareness of right and wrong. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents receive a high level of information relating to the Foundation Stage and children's progress through a multitude of sources. First class collaboration and consultation with parents and carers ensures they receive information in the ways they wish to. This enhances all aspects of the children's learning because parents are empowered and involved. For example, parents enjoy open information days and taking home their child's profile. The centre provides a wealth of resources which parents can borrow, such as story sacks and resource boxes and provides art and craft materials for home use. Recently parents attended story sessions with their children; this culminated in exciting treasure chests, containing books and mark-making tools, for the children and parents to share at home. This approach promotes positive links between home and the centre, values parents involvement and provides stability and continuity for children.

### **Organisation**

The organisation is outstanding.

The children's care is significantly enhanced by the rich, varied and imaginative quality of the organisation. Staff understand the ethos of the setting exceedingly well and their hard work and diligence demonstrates their high regard for the well-being of all children. Policies and procedures are implemented thoroughly and conscientiously to promote children's health, safety, enjoyment, achievement and ability to play a full and active part in the setting. Daily routines are flexible enough to cater for children's individual needs.

A comprehensive operational plan ensures staff are crystal clear about their roles and responsibilities enabling children to significantly benefit from a secure environment and effective key worker system that provides continuity of care. Extremely confident and self-assured staff deploy themselves superbly to give utmost priority to meeting children's needs and provide optimal support and encouragement through consistent and skilful interaction. Children receive the highest levels of attention in an inspiring environment. Meticulous records remain confidential yet are easily accessible and stored securely.

The leadership and management of the nursery education is outstanding. Children benefit from the excellent dynamics of the management team. Staff receive clear and positive direction from a management team who are highly skilled and experienced and share their excellent understanding of how children learn and recognised early years frameworks by actively contributing to the planning of the educational programme. Highly comprehensive systems thoroughly monitor and evaluate the quality and effectiveness of the teaching and learning taking place. Assessment is rigorous and identifies and highlights areas for development and review. This positively impacts on the quality of children's experiences and the solidness of their knowledge, understanding and abilities which are taking them securely forwards towards the early learning goals. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the centre agreed to ensure parents signed all accident and medication records. This is the first nursery education inspection.

The nursery have introduced highly effective systems for recording and sharing information with parents. The records are meticulously maintained with parental acknowledgement signatures. ensuring children's welfare is fully safeguarded.

### **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**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)