

# Bradley Early Years Centre

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY276110
<b>Inspection date</b>	26 September 2007
<b>Inspector</b>	Wendy Fitton
<b>Setting Address</b>	Bradley Road East, Nelson, Lancashire, BB9 7QH
<b>Telephone number</b>	01282 694627
<b>E-mail</b>	
<b>Registered person</b>	Bradley Early Years Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 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?

Bradley Early Years Centre is part of the Neighbourhood Nursery Initiative, working closely with Sure Start, to provide care for children whose parents may be retraining or going back into the workplace. The centre is situated within the grounds of Bradley Nursery School on Bradley Road East in Nelson, Lancashire and serves the Bradley and Whitefield communities.

Full day care is offered on a full and part-time basis from 08.00 to 18.00 for 51 weeks of the year. A lunch club facility is available to children attending the nursery school sessions or the children's centre sessions. The centre provides care for a maximum of 54 children aged from birth up to five years and there are currently 32 children on roll. Children with learning difficulties or disabilities are fully supported and children with English as an additional language are welcomed. There are currently 10 children on roll who receive funding for nursery education.

The centre is managed by a committee and the head teacher of the nursery school is the registered provider. There are 12 staff working within the centre and this includes the manager, deputy, support staff and administrators.

Within the centre there is a separate baby unit for children under two years and a main playroom for children from two to five years. There is access to outdoor play areas, bathroom and changing facilities, disabled access facilities, office, reception area, kitchen, staff room and laundry.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is promoted because staff take positive steps to prevent the spread of infection and take appropriate measures when children are ill. There are detailed health and hygiene procedures as staff ensure all areas, surfaces and equipment are free from germs or bacteria. Any bedding and soft furnishings are laundered regularly and staff follow cleaning routines for the bathroom, changing areas and the playrooms. Separate cloths and mops are available to avoid any cross contamination. Children are encouraged to wash their hands after using the toilet and before meals and use liquid soap and disposable towels. Children's medical needs are met as staff are up to date with current first aid procedures. Accident and medication records are in place and signed by parents and there are sickness and emergency procedures in place.

Children enjoy a healthy lifestyle and develop their physical skills. Staff respond to individual routines for rest and sleep and children relax after their lunch on cushions or in prams or cots. Quiet activities are planned into the routine to ensure children can recharge their bodies. Children use the outdoor areas on a daily basis to have fresh air and exercise. Children develop their physical skills as they climb, balance and run outside, throw and catch balls and dance and exercise to songs and music. They develop a sense of space as they move around the environment negotiating furniture and equipment. Children use a range of one handed tools and develop their hand and eye coordination as they paint, draw, cut with scissors and make jigsaws.

Children are provided with regular drinks and food in adequate quantities for their needs. Food is properly prepared, nutritious and complies with any religious or dietary needs. Meals are provided from an outside catering company and staff serve food from the kitchen. Children use appropriate cutlery and equipment for their needs and babies have individual feeder cups with their names on. They enjoy fresh fruit and vegetables and a planned menu provides a variety of healthy meals and a well balanced diet. A daily snack includes fruit, vegetable sticks and dips, sandwiches, garlic bread and milk or water is available. The cooked meal includes pasta, halal meat, vegetables, fish and filled jacket potatoes. All children access a drink throughout the day as water dispensers are sited around the main play area. Children enjoy the positive, relaxed social occasion as they sit together with their peers and their key worker.

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

The provision is good.

Children are really well cared for in a warm, welcoming and safe indoor and outdoor environment. The nursery areas are bright and colourful and create a very child-centred approach. Children feel a sense of belonging as they see their own artwork displayed and lots of posters, pictures and photographs they can relate to. The setting is well maintained and children access individual areas according to their needs. There is a separate room for children under two years, with a changing facility and a main play area for children from two years up to five years with a bathroom and changing facility. The outdoor play area is safe and secure and accessible from

the main playroom. Rooms are creatively planned and set out into specific learning areas in line with the early years curriculum.

Children's all round development is best supported when they access a range of stimulating resources that are safe, suitable and well maintained and meet with safety standards. There are lots of low storage units and accessible baskets with clear labels and pictures to enable children to make free choices. Everyday routine furniture includes, low tables and chairs, feeding chairs, cushions and bean bags, domestic style settees and armchairs and cots and prams. Toys and play equipment include construction toys, art and craft materials, role play equipment, books, small world toys and technology equipment.

Children are really safe and secure and are not exposed to any hazards or risks because staff take positive steps to prevent accidents and follow detailed safety procedures. Staff discuss with the children about safe procedures and remind them about keeping the toys tidy to prevent tripping, sitting on chairs correctly and not to run about inside. There are effective security systems as all staff, children and visitors are booked in and out, there is a secure key pad on the main door and procedures are in place for lost children and the arrival and collection of them. Safety procedures include risk assessments, fire procedures, insurance cover, outings and the situation of all safety equipment.

Children are protected and safeguarded because staff know and understand their roles and duty to protect children and the procedures to follow. Staff report any issues or concerns to the designated officer following a written record of any concerns. There is a detailed policy to follow and this is available to parents. There are up to date contact numbers for local offices and Ofsted contact details in the event of a concern against a member of the staff.

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

The provision is good.

Children really enjoy and achieve through the planning of a range of stimulating and interesting experiences and activities that support children's physical, social, emotional and intellectual capabilities. There are clearly defined areas of play and children develop their physical skills on bicycles, slides, seesaws and push and pull toys. They paint, draw and build to develop their hand and eye coordination. Children play imaginatively in the role play area and take on different roles and act out everyday situations they are familiar with. They enjoy the positive social occasion during singing and meal times as they sit with friends and develop their independence when choosing appropriate cutlery and feeding themselves. Children are learning all the time as staff sit with them and support them during activities, they encourage and praise them and help them feel good about themselves. They acquire new skills as they explore their environment and different textures through treasure baskets, cause and effect toys, sand, water, play dough and shaving foam. Young children respond to close physical contact during bottle feeding and baby massage. Interaction is positive and nurturing and children feel a sense of security as they respond to the routines and rhythms of the day.

### **Nursery Education**

The quality of teaching and learning is good. Children are interested and motivated as they play with purpose, make friends and play sociably in small groups. They take responsibility for their own needs and develop some independence as they attend to their own toilet needs. There are some missed opportunities during meal times for children to set tables and serve their food and drinks to develop their social and independence skills. Children develop really

positive relationships with staff and each other as they ask questions, participate in circle time and share and negotiate during construction and small world play. Children are familiar with rules and boundaries and take on some responsibility for managing their own behaviour through listening to each other and respecting and valuing others.

Children recognise their own names and symbols from self-registration and labels in the environment. They use words and gestures to communicate as they welcome and greet each other during news time. They learn about sounds and letters as they listen to story tapes and the story of the week and use repetition of rhymes and songs. Children practice their writing and handwriting as they use one handed tools and equipment to develop their hand and eye coordination. Children show interest in numbers in everyday activities as they count the number of pieces of fruit at snack time, the number of play people in the play bus and the number of children to go to the bathroom. They use positional language and talk about on top, behind and next to and begin to understand about space, shape and measure as they build and construct tall, small and wide buildings and make jigsaws with grading and sorting pieces.

Children use their exploration and investigation skills as they look at why things happen and how they work. They use the whisk during baking activities and assess what will happen to the ingredients and look through their own telescope at the environment. Children concentrate and persist at the computer and learn to operate the mouse and keyboard. They learn about the wider world and take part in activities and celebrations from around the world and their community. They see pictures, posters, books and toys that represent different religions and cultures and the use of writing in different languages. Children enjoy exploring different mediums and materials as they play in shaving foam, pasta, sand and play dough. They respond to music and singing and delight in taking part in dancing and keep fit.

The starting points for children are clearly identified through 'all about me' information gathered from parents. A detailed first observation on children enables the staff to plan according to the next stage. All the planning of activities is done in the long, medium and short term and encompasses all areas of learning, providing a good balance. Staff's questioning methods challenge and support children to achieve as much as they can and the teaching keeps children interested and focused. Staff ensure that all planning and observations are linked to the stepping stones and early learning goals. A daily focused activity is linked to a theme and targets individual children to progress, an evaluation is carried out and includes the next steps for individual children. Every child has an individual progress file that details observations, artwork, photographs and individual learning needs.

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

The provision is good.

Children are valued and included as staff plan and organise activities to ensure children have full access to a range of experiences and learn about the wider world. Children's individual care and routine needs are met through information gathered from parents at induction and the daily routine sheets provided. Children feel welcome as they see posters and photographs of everyday situations that they are familiar with. There is an equal opportunities policy and an admissions procedure and all children freely access the facilities and resources. Each child has an individual registration form that highlights any special requirements, medical needs and care needs. Children are becoming aware of the wider society and learn about diversity as they read books, discuss and look at photographs, posters and everyday routines. Children learn about their community as the local services visit and they celebrate festivals, dress up and taste foods from other cultures. Staff are proactive in ensuring that appropriate action can be taken

if and when a child with learning difficulties or disabilities is admitted to the provision in partnership with parents and other professionals.

Children's behaviour is managed in a way that promotes their well-being. They understand responsible behaviour and work together when playing with the construction toys and with role play activities. They make choices and take decisions as they ask for or chose toys with confidence. Staff positively praise and encourage the children through support and nurture and so children develop good self-esteem. The environment is calm and staff are considerate towards the children as they explain and discuss what is happening or the next stage of the daily routine. Children are busy and content during their play, they are well occupied and not bored or frustrated and therefore, challenging behaviour is minimal. Children are beginning to distinguish between right and wrong as staff use gentle reminders and reward all positive behaviour with stickers and certificates.

Children really benefit and feel secure through positive relationships with their parents and staff. Parents and children are warmly greeted into the family centred environment. Staff chat to parents on a daily basis and discuss routines and activities. There are lots of display boards and information boards and leaflets for parents to read and take away. Settling and induction sessions are offered and all parents sign consent for the various activities and administrations. Every child has a progress and development folder that can be viewed by parents, however, there is no formal procedure for sharing observations and development with parents.

Partnership with parents in relation to nursery education is good. Parents are made aware of the six areas of learning and a newsletter highlights any themes or special activities being carried out. They provide 'all about me' information at the start of the nursery education programme to assist staff in their planning of activities. Parents can see the photographs of their children playing in the areas and how they link to the curriculum. Every child has a profile of their progress and observations which are available to parents at any time. However, there is no formal procedure of sharing records of development or opportunities for parents to become involved in their child's learning in a home and nursery link.

Children's social, moral, spiritual and cultural development is fostered. They learn about their community and the wider world as they welcome visitors and participate in cultural themes and festivals. Children take on responsibility for their own behaviour and positively support and respect each other through sharing, turn taking and helping each other to feel settled and secure. They thrive from positive relationships with staff and develop good social skills as they play harmoniously in groups and alongside each other. Children are very confident and have good self-esteem through positive praise and encouragement.

## **Organisation**

The organisation is good.

Children are protected through effective recruitment and vetting procedures. All adults working with children have up to date references and suitable disclosures from the Criminal Records Bureau. Each member of staff has a personnel file detailing all relevant suitability information, appraisal, induction, qualification details and emergency contact details. Staff have good opportunities to access training and keep up to date with current practices and policies. The nursery manager has been consistent since the centre opened and continues to ensure there are effective systems in place to monitor and motivate staff to provide accessible and quality child care.

Children really benefit and feel secure in an environment and routine that is planned to meet individual needs through effective use of space, resources and equipment. Children are grouped according to their level of development and a key worker system is in place. Two staff work consistently with children under two years, two staff work with children from two years up to three years and two staff work with children from three years up to five years. All staff are qualified in early years and work towards the Foundation Stage curriculum and the 'Birth to three matters' framework. Children respond to the routines and rhythms of the day and there are opportunities for free play, outdoor play, rest and sleep, meals and planned activities.

Children's overall welfare, care and learning is best supported through records, policies and procedures being in place and working in practice for the safe and efficient management of the provision. Some policies and procedures are reviewed in line with current legislation and new practices. All regulatory records are in place and include children's and staff details, attendance registers for staff and children, medication and accident records. There are effective filing systems that promote confidentiality and all previous records are retained. All organisational policies and procedures cover all aspects of the National Standards and outcomes for children.

The leadership and management is good. The day to day manager has a clear vision and ensures that she keeps up to date with new ideas and innovations. She wants to develop the outdoor provision for babies and toddlers and include this in the daily continuous provision. The main strengths are clearly identified, in the premises and in staffing meeting the needs of the local communities. The manager works directly with children and finds that this helps her to influence practice and lead by example. There are effective systems in place to monitor staff performance and suitability through staff meetings, appraisal and induction. The manager is fully aware of her roles and responsibilities in relation to Ofsted. A full training programme is in place for all staff to participate in the new Early Years Foundation Stage.

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 provider agreed to develop a staff induction procedure and to ensure that staff were fully aware of child protection procedures. Newly appointed staff now participate in a full induction programme that is signed and agreed with the manager. Staff are now fully aware of the procedures to follow in the event of a concern relating to child protection. Children's safety, care and protection has now been enhanced.

### **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 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 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):

- provide opportunities for parents to formally share the progress records held on their child and play an active role in their child's learning (also applies to nursery education).

#### **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):

- increase opportunities for children to develop their independence during everyday routine activities.

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)