

Community Works Nursery & Children's Centre

Inspection report for early years provision

Unique Reference Number	EY337227
Inspection date	02 July 2007
Inspector	Ann Webb
Setting Address	Undercliffe Lane, Undercliffe, Bradford, West Yorkshire, BD3 0DW
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Registered person	Otley Road & Undercliffe Community Works
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Communityworks Nursery and Children's Centre opened in 2006 and operates from three rooms in a converted school building. It is situated in Undercliffe, in Bradford. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. In addition, 12 children may attend the crèche at any one time. There are currently children aged from three months to under five years on roll. Of these, 12 children receive funding for nursery education. Children come from the local and wider community. The nursery has provision for children with learning difficulties and disabilities and for children who speak English as an additional language.

The nursery employs 10 staff including the manager, which includes a part-time teacher. Nine hold appropriate early years qualifications and others are working towards a qualification. There is an overall centre manager and board of directors who oversee the operation of the centre. There are a number of additional services which support parents, carers and their families.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children have a good understanding of the importance of personal hygiene. They know that they need to wash their hands after visiting the toilet, before they have their midday meal and before they have a snack. The staff are good role models for the children. For example, to help the children understand and practise dental hygiene, the staff brush their teeth at the same time as the children. They explain the importance of keeping teeth clean and show the children the best way to brush their teeth. Additionally, they ensure that they maintain a high level of hygiene. For example, they wash tables before the children have a snack, encouraging the children to join in with this activity. The staff also remind children to wipe their noses. Before a baking activity the children are reminded to wash their hands and the staff explain about germs.

There are good opportunities for the children to learn about being healthy. For example, they have tuna pasta bake and a fresh salad of peppers, cucumber and tomatoes. When they are thirsty the children can help themselves to drinks of water. Additionally, they see images of healthy ingredients and talk about good foods with the staff. All the children's meals are freshly cooked each day and a four week menu is displayed for parents.

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 are able to run in open spaces, construct with wooden blocks and dig in tubs of compost. The children wear protective clothing for all weathers which enables them to play outdoors most days. For example, when it is raining they wear waterproof coats and trousers and Wellington boots. During the hot weather the children have sun hats and apply sun screen. This further promotes the children's health and well-being.

The children are able to rest and to sleep in accordance with their own routines and sleep patterns. Precautions to reduce the spread of infection are effective. For example, children with an infectious illness are required not to attend and parents are contacted should a child become unwell whilst at the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Resources and equipment are safe and suitable for the ages of the children, they are presented appropriately and the children are able to access toys independently. For example, furniture is child sized with low tables, chairs and shelving which enables the children to choose and help themselves to equipment, such as books, games and construction. The staff monitor the children's safety effectively, and they check equipment before it is presented to the children.

The staff have an appropriate understanding of the Local Safeguarding Children Board procedures, for example, there is a child protection coordinator, a written child protection procedure and easily accessible contact details for child protection agencies. The children's safety is further promoted through clear medication and accident details, a first aid box and staff trained to administer first aid.

The system for managing access to the premises is good and unauthorised persons are unable to gain entry. Visitors are required to press the buzzer and their identification is checked before they enter the premises. A record of visitors is consistently maintained.

The staff supervise the children well and the required adult to child ratios are met. Potential risks to children are minimised through risk assessments, clearly defined policies and procedures which are understood and appropriately implemented by the staff. For example, medication and accident records are completed and emergency evacuations are practised regularly.

Helping children achieve well and enjoy what they do

The provision is good.

The staff organise their time and plan activities well, maintaining the children's interest at all times. The staff interaction with the children is good, they listen to them, join in with their conversations and are interested in what they have to say. Consequently, the children are happy, settled, well occupied and involved in a good range of meaningful activities.

During an activity with a milk desert, mixed in a large tray, the children use their senses to explore the texture, smell and taste. The staff are close by to extend the children's understanding and language development. They encourage them to place their hands in the mixture, some children eagerly splatter and scoop up the desert. Less confident children are supported well by the staff and watch the other children closely before they join in the activity.

The staff recognise that some of the very young children are fascinated by images, pictures and displays and they present easy to handle books with laminated photographs and patterns. The children stare at the images and excitedly gurgle and laugh.

Older children are interested in a baking activity. They read the story of 'Goldilocks and the three bears' and mix their own porridge for snack time. They experience weighing out the ingredients on scales, pour in their own milk and stir the mixture together. Staff are at hand to help, however, they recognise that most children are able to complete the process independently.

Nursery education

The quality of teaching and learning is satisfactory and the staff have an appropriate understanding of the Foundation Stage. They plan a suitable range of activities for the children and track their progress in individual development profiles. This enables them to effectively plan for the next steps in children's learning. The interaction between the staff and the children is positive. The children are given the opportunity to talk about themselves and the things that interest them. Resources and activities are thoughtfully presented and support the children's learning in all areas. They are clearly labelled which enables the children to independently find their own resources and return items to the correct location.

The children are beginning to develop an interest in early number. They make good attempts to count following staff example, they join in with number songs and rhymes and use their fingers to represent numbers. Children count familiar and everyday items and events. They count the number of children waiting in line, the cups and plates on the table and the number of pencils in the pot. They are familiar with shapes and colours and describe items as bigger and smaller.

Their physical abilities are appropriately developed. The children join in with large physical activities, such as jumping, riding tricycles, chasing balls, running in large spaces and construct using large equipment. They are able to use smaller items to build and construct, joining equipment together to make models. The children have good coordination skills and know to take care when moving and running around other children and items of furniture. They show an appropriate awareness of the effects of exercise on their bodies and know that they need a drink when they are hot.

The children are appropriately developing their social skills, for example, they are beginning to understand about sharing and taking turns when playing together with their friends. They are settled within the group and separate from their carers with support of the staff. They are interested in all the activities provided and eager to participate in all areas. Most of the children are developing concentration skills, they listen to the staff and with support they are able to follow simple instructions. However, during carpet time, when all children in the group sit together for a story, singing and a mathematical activity, not all children are able to fully participate. The less able children become distracted and uninterested which disrupts the rest of the group.

Some older and more able children are able to form recognisable letters and make good attempts to write their names, some children can recognise their written name for self registration. The younger children make marks for a purpose using marker pens, paint, chalk and pencils to draw lines and circles, most children can draw images of themselves. The children enjoy the opportunity to express themselves creatively and they mould and shape coloured play dough, using rolling pins and cutters. Their achievements and efforts are valued and examples of their art work are carefully displayed on the walls where children can see and identify their own work. They work with a variety of mediums and techniques, such as sticking fabrics and materials, printing and collage.

The children are confident to speak to each other and with adults, they are able to make their needs known and are able to ask for what they want. They know where resources are stored and make independent choices form a range of activities.

Helping children make a positive contribution

The provision is good.

The setting effectively supports children with learning difficulties and disabilities and children with English as an additional language. For example, there is a designated coordinator whose role is to liaise with parents, children, staff and other professionals to ensure that individual care and learning needs are met. The staff ensure that children are fully included in all the activities.

The staff have a consistent approach to managing children's behaviour, which is reflected in the setting's behaviour policy. The staff are skilled in encouraging good behaviour and helping children understand what is expected of them. For example, the youngest children are encouraged to have kind hands and kind feet. The staff remind the children not to hit or to push. Simple behaviour codes are added to these as the children progress and their understanding develops. As a result, all the children are well behaved, use manners, share, take turns and cooperate at tidy up time. The children learn to understand their boundaries and what is expected of them.

The children are developing independence skills and can contribute toward their own care needs. For example, visiting the toilet, washing hands, brushing their teeth and putting on own clothing. However, at meal times the older children are not able to serve themselves and make decisions about portion size.

Partnership with parents and carers is satisfactory. Parents receive clear and detailed information about the educational provision through regular newsletters, the notice board and information leaflets. They have good opportunities to share what they know about their child through regular discussions with staff and an effective settling in procedure. They are appropriately informed about their child's achievements and progress. However, there are limited opportunities for parents and carers of children in receipt of nursery education to be involved with their children's learning.

The children develop a positive attitude to others and develop a good understanding about the wider world and the local community through celebrating festivals and having access to a good range of resources which show positive images of culture, ethnicity, disability and gender. The children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

The environment is organised appropriately. The staff work well as a team and know their roles and responsibilities. For example, emergency evacuation routines and recording accidents and medication given to children. The children benefit from suitably deployed staff who interact positively with them and offer effective support and encouragement, which helps children feel secure and confident.

All the required documentation is in place, such as emergency contact and registration details. It is easily accessible and stored securely. A good system is in place to record the staff and children's daily attendance, for example, parents sign children in and out with a date and the time. This information is accurate and up to date.

There is an appropriate system in place to ensure that the staff are suitable to care for the children, for example, background checks and references are undertaken, an induction process is implemented and further training is available for all staff. This ensures that the staff continue to develop and keep up to date with current childcare practice. There is a clear management structure which provides support for staff at all levels. This is achieved through supervision, appraisals and staff meetings and these support structures are effectively used to set a clear direction for the organisation and improvement of the care and education of the children.

The leadership and management of the nursery education is satisfactory. The planning of activities and the monitoring of the children's progress is overseen by the nursery manager in conjunction with all the staff. Areas of strengths and weaknesses are informally identified through observation and consultation with key workers.

There are a number of additional services offered to support children, their parents and carers and members of the local community. These include, a crèche, parent and toddler group, health advice and employment sessions. 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 nursery were asked to address a number of issues relating to health, safety and organisation. The staff's understanding of health and safety issues has been raised through meetings, inductions, training and familiarising themselves with the policies and procedures. Daily routines are displayed and are followed consistently by all staff. The children now wash their hands before and after all food and tables are cleaned prior to children eating. Meal times are supervised by the staff who sit at tables with the children and ensure that eating utensils support their developing skills.

The organisation and deployment of staff ensures that the children are supervised at all times and when they collect their outdoor clothing they are escorted by the staff. The children have no access to electrical or hazardous items as these are inaccessible and the laundry door is kept closed at all times. High handles prevent children leaving areas unaccompanied. During outdoor play there are always two members of staff present and areas are checked to ensure all equipment is safe and suitable for the children's use. Children are grouped according to their age with activities and resources which are safe and suitable for their stages of development.

Additionally, they were asked to improve inclusion for all children, progress children's development profiles with regard to children's starting points and show the progress they make. They were also asked to develop parental partnerships with regard to information and to provide opportunities for the children to use mathematics in everyday activities.

Key staff work closely with children to ensure that their individual needs are met and they are now able to participate fully in most activities. However, a further recommendation is raised regarding group time. Children's development profiles clearly show their starting points and the progress they make through the stepping stones. Information is provided in a range of languages and translation services sought if needed. The children are given opportunities to develop their mathematical ideas and language through counting familiar items, counting each other and participating in number games and recognition. These improvements have significantly enhanced the education, health, safety and well-being of all the children

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 older children's independence with regard to lunchtime.

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 practical ways for parents to be involved in their children's learning
- improve group activities to ensure that all children are able to fully participate.

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