

Woodroyd Children's Centre Plus (First Steps Nursery and Crèche provision)

Inspection report for early years provision

Unique Reference Number	EY335903
Inspection date	30 April 2007
Inspector	Ann Webb
Setting Address	Woodroyd Road, West Bowling, Bradford, West Yorkshire, BD5 8EL
Telephone number	01274 777 035
E-mail	sonial@sswbowling.plus.com
Registered person	Sure Start West Bowling
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?

Woodroyd Children's Centre Plus (First Steps Nursery and Crèche provision) is run by Sure Start West Bowling. It opened in 2007 and operates from four rooms in a purpose-built building. It is situated in West Bowling, Bradford. A maximum of 60 children may attend the nursery at any one time and 20 children may attend the crèche at any one time. The nursery and crèche will be open each weekday from 08.00 until 18.00 and children will attend the crèche for various sessions within this period. They will be open for 51 weeks of the year. There are two secure enclosed outdoor play areas. The provision employs 25 members of staff. Of these, 16 staff work within the nursery and crèche and of these 14 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Hygiene routines are well implemented by the staff and the children have a good understanding of personal hygiene. For example, they wash their hands after toileting and before they eat

food. Additionally, the children help in the cleaning of table surfaces and the preparation of their snack.

The staff further promote the children's understanding by being positive role models, for example, they follow good nappy changing routines, wear protective clothing and wash their hands. They explain to children that cleaning hands washes off the germs. However, during the hot weather the children do not learn effectively about protecting themselves from the effects of the sun, as they do not always apply sun lotions and wear hats whilst playing outdoors.

The children exercise and enjoy being in the fresh air each day. They confidently use the wooden blocks to jump, paint the walls with water and watch it dry, push prams for the dolls and sit with staff to make small construction models of cars. They participate enthusiastically and enjoy running around with their friends. Indoors there is sufficient floor space for the children to stretch out with construction toys and to join in games with their friends.

The children's health is further promoted through the clear sickness policy and the effective management of children's illnesses. The children are able to rest and to sleep according to their own sleep patterns and parental wishes.

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 where potential risks are mostly minimized efficiently by the staff. For example, written risk assessments are completed for indoors and outdoors, hazardous materials are inaccessible and activities and resources are suitable for the ages of the children. Additionally, the premises are secure and children are unable to leave unattended. However, the outside door leading from the room used by two-to-three year old children does not fasten open and poses a trapping hazard.

The system used to monitor visitors to the setting is consistently managed by the staff with accurate details of when staff and children are present. 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 understand the needs of all the children and provide resources and equipment which are safe and suitable for their ages and stages of development. For example, the babies are fed in low chairs and safety harnesses are used to further ensure their safety. All the equipment is in good condition and presented in storage systems which successfully assists the children's independent and safe access to toys and resources.

The children's welfare is further promoted through the staff's appropriate understanding of the Local Safeguarding Children Board procedures. There is a written child protection policy which is understood by the staff, for example, notifying the relevant child protection agencies. Some staff have undertaken additional training and share their knowledge with other team members.

Helping children achieve well and enjoy what they do

The provision is good.

The children play with a very good range of toys and resources in all areas. For example, a good selection of books which are well presented, construction resources, such as train, car tracks,

construction blocks, water and sand play, painting and craft activities, dressing up and role play. The children enjoy self chosen and focused adult led activities and are keen to talk about the activities they enjoy. The children enjoy the opportunity to examine the cress seeds they are growing. They know that they will be putting the cress into their sandwiches.

The children enthusiastically use water to make prints. They soak sponges and splatter the walls of the outdoor play space, some children make hand prints and watch as the sun dries up the water. They excitedly involve their friends and staff, chatting and laughing at the results of their work. The staff recognise that the children are developing this activity in their own way and they understand that the children are directing their own learning.

The children's key worker tracks the children's development closely, and they follow the 'Birth to three' framework 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.

The children's creativity is well developed through good opportunities to experiment with paint and craft materials, they successfully use scissors, glue spreaders and modelling tools. For example, during an activity with dough the children roll out the material and use cutters to shape and effect changes to the texture. Babies and the younger children examine paint on the floor. They dip in their fingers and spread the paint looking at the effects they have created, this activity is supported well by the staff who enable the children to explore and investigate at their own pace.

During role-play the children wear costumes, assume roles, and cook breakfast for the adults. Some children enjoy playing together in small groups constructing garages for their cars while other children are happy to play alone with a train and track. The staff spend time with the children listening and talking with them and supporting their learning with praise and encouragement. Consequently the children are happy and settled in their environment.

Nursery Education.

The quality of teaching and learning is satisfactory. The staff have an appropriate understanding of the Foundation Stage and plan a suitable range of learning activities for the children. The children's progress is effectively recorded and their individual progress is tracked through written observation. This information is presented in a development profile folder and frequently updated by the children's key worker. Information is shared with parents each term. However, the development profiles are not readily accessible for parents should they wish to have more recent information or add their own observations. The staff interaction with the children is generally positive, however they miss the opportunity during everyday play to challenge and develop the children's mathematical language and ideas for calculation and for counting.

Some older and more able children can form recognisable letters and make good attempts to write their names, some children can recognise their written name. The younger children make marks for a purpose using marker pens and pencils to draw lines and circles, most children can draw images of themselves. 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 from a good range of activities.

The children are sociable and confident to talk to each other and with adults. They are able to sit quietly when needed and can concentrate on tasks, for example, an older child playing in the sand spends some considerable time examining moulding and squeezing and watching as

it is poured through a sieve. Most children are developing attachments to each other and seek out their friends, for example, to read a favourite book together and to sit next to at lunchtime.

They are able to independently contribute toward their own care needs and attempt to fasten their own shoes and clothing. Through the celebration of cultures and festivals, other than their own, the children are developing a good understanding of the diversity of the local community.

Their physical abilities are suitably developed. The children participate appropriately in smaller physical activities, such as pushing a pushchair, jumping from blocks and throwing bean bags. However, there are few opportunities for the children to develop the skills needed for larger physical development, for example, riding tricycles, climbing and building using large items. They are able to use smaller items to build and construct, joining equipment together to make models. The children have appropriate coordination skills and know to take care when moving and running around other children and items of furniture.

Children use their imagination well. They respond in a variety of ways to what they feel, see, hear, touch and smell. The children are able to differentiate colours and enjoy self chosen painting opportunities and recognise the sound of an aircraft as it passes over the outdoor play area. All children enjoy using props to support their role play, such as using hats to dress up.

Helping children make a positive contribution

The provision is good.

Partnership with parents is satisfactory. The staff have developed effective and professional relationships 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 a parents evening, an information leaflet 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. Additionally, and effective settling in period and home visits ensure a smooth transition into nursery. However, profiles with information regarding the children's educational development and progress are not readily accessible for parents of children who are in receipt of funded nursery education.

The children have good opportunities to become aware of the local and wider community, for example, the police have made visits to the nursery and the children have visited the library, shops, park and are planning a trip to the farm. Additionally, the children access resources which reflect a positive image of race, gender and disability, for example, dressing up clothes, books and jigsaws. During the celebration of festivals the children learn effectively about the traditions of others. Their spiritual, moral, social and cultural development is fostered.

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 all the children are fully included in all the activities.

The children behave well. New children to the setting are beginning to understand the expectations of the group, for example, sharing and taking turns. The staff are clearly focused

in their approach and use effective strategies to help the children listen, concentrate and share. For example, when children sit together for story-time they are encouraged to talk to the group and to listen to each other. The staff reinforce good behaviour with praise and encouragement, consequently the children are learning appropriately about their boundaries and what is expected of them.

Organisation

The organisation is good.

There is a robust system to ensure that the staff working with the children are suitable to do so, for example, background checks are carried out, references are taken and qualifications are checked. Adult-child ratios are maintained at all times which ensures that the children receive good levels of adult support.

The environment is organised well. The staff work well as a team and they know their roles and responsibilities, for example, they are familiar with all the policies and procedures, such as child protection, emergency evacuations and uncollected children. They are highly committed to improving their childcare practice and attend many additional training opportunities, such as first aid, behaviour management, ' Birth to three matters', food hygiene and child protection.

The children benefit from well deployed staff who consistently interact with them and offer effective support and encouragement, which helps children feel secure and confident. All the required documentation, such as emergency contact and registration details are in place, are easily accessible and stored securely.

The leadership and management of the nursery education is satisfactory, however, the monitoring of the educational programme does not identify the weaknesses in the quality of teaching and partnership with parents. The manager oversees the planning of the educational program and advice and guidance is sought from an advisory teacher.

There are a number of additional services offered at the centre which support the children, their families and carers. For example, a pilot for free nursery sessions and toy library. 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 complaint 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 satisfactory.

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):

- improve children's health with regard to sun protection
- improve the safety of the children with regard to door fastenings.

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):

- ensure that children's development profiles are easily accessible to parents
- improve teaching methods to promote children's ideas and language for calculation and counting
- develop the children's physical skills with regard to climbing and large construction
- develop a system to monitor and assess the strengths and weaknesses of the educational provision.

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