

Childs Play Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	301939
Inspection date	08 January 2008
Inspector	Ingrid Szczerban
Setting Address	Leytop Family Centre, Allerton, Bradford, BD15 7PQ
Telephone number	01274 549264
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Registered person	Childs Play Neighbourhood Nursery Limited
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.

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?

Child's Play Nursery opened originally in 1997 and became a Neighbourhood Nursery in 2004. It is run by a company limited by guarantee, and is located behind Leytop Primary School in Allerton, Bradford. The nursery works in partnership with Allerton Children's Centre for which it provides day care and creches to the local community. Children are cared for in two rooms according to their ages and all have access to enclosed outdoor play areas. The nursery also runs an Out of School Club at Lower Grange Community Centre, nearby.

A maximum of 36 children may attend the nursery at any one time. There are presently 71 children on roll, who attend on a full or part-time basis. Of these, 13 receive funding for nursery education. The nursery supports children with learning difficulties, and some children who speak English as an additional language. It is open each weekday from 07:30 to 18:00 hours, all year round, except for one week at Christmas and Bank Holidays.

The nursery employs 16 staff, almost all hold relevant childcare qualifications. A qualified teacher is in post and another member of staff is currently training to become an Early Years Professional.

The centre receives ongoing support from the local authority and have completed one of their quality assurance schemes.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and well maintained environment. The staff provide appropriate support and guidance to ensure that children develop an understanding of good hygiene. The children wash their hands after toileting and before eating. Generally, children are protected from infections through the implementation of satisfactory hygiene practices and an effective sickness policy. However, children in the toddler room are exposed to cross infections as they do not use separate hand towels.

Children receive sufficient food and drink for their needs, and to promote their health and development. They are offered meals, drinks and snacks at regular intervals throughout the day. Meals are freshly prepared on the premises by the cook. The children enjoy the food provided and eat well. Menus are displayed for parents information and children's individual dietary needs are fully considered to promote their well being.

Children enjoy a range of physical activities which contribute to their good health. They learn how to pedal, balance, kick and throw balls, crawl through tunnels and climb, through using equipment such as, small bikes, sit and ride toys, small slides, and balls. Outdoor play sessions are relished everyday, and in all weather conditions, by the children. Babies delight in pursuing rolling balls, they build their strength and muscle tone as they crawl after them. They love to climb on the soft play equipment and use furniture to pull themselves up and begin to learn to stand. Children rest and sleep according to their individual needs so that they remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely and freely in the well organised setting, where risks are identified and minimised by staff through very good practices. Access to the provision is monitored well. Doors are kept locked and all parents and visitors must ring the bell to gain admission, in order to protect children. Staff fully comply with health and safety requirements to keep children safe. Children are also learning well about their own personal safety. They practise fire drills each month and know they must go outside if the fire bell rings. Daily routines promote good safety practices and children help to tidy toys away to keep themselves and others from harm. Children also learn about road safety on outings and use pretend traffic lights in their role play. Visits from the fire department captivate children's interest and reinforce the fire safety message.

Children use a wide range of good quality, developmentally appropriate resources that foster all areas of their development. Resources are age related within the rooms. These are very well organised into specific areas of learning at child height; encouraging children to make choices and promote their independence skills. Other items are stored in cupboards and in the staff room. This enables staff to ensure that children play with developmentally appropriate resources. There is no seating available for adults in the playrooms, this is not welcoming to parents or suitable for staff.

Staff have a good understanding of child protection issues and a suitable policy, in line with the Local Safeguarding Children Board guidance, is in place. Most of the staff have attended training, ensuring that children are protected and their well-being is enhanced. Parents are informed, prior to admission, of the setting's duty to report any child protection concerns.

Helping children achieve well and enjoy what they do

The provision is good.

A good range of activities is planned and provided for children. Children move between activities freely spending as much or as little time as they wish, depending on their interests. This ensures that children learn by the ways in which they interact with materials available to them. The daily routine is varied and flexible, with times for children to rest, have meals and take part in activities both indoors and outdoors.

The interaction between staff and children is good, ensuring that warm trusting relationships are developed and that children are happy and settled. Babies communicate their needs effectively through simple words and gestures. They explore their environment using their senses, looking at themselves in mirrors, feeling and listening to the sound of scrunching bubble wrap. Toddlers participate in singing time with gusto, playing musical instruments and giggling as they perform the appropriate actions. This fun time is greatly enhanced by enthusiastic staff who use their tone of voice and facial expressions to captivate children's interest, thereby extending language development.

Nursery Education.

The quality of teaching and learning is good. Key staff have good knowledge of the Curriculum Guidance for the Foundation Stage and of how children learn effectively. They challenge children effectively by using excellent questioning to encourage the children to think and respond in their own words. Planning for the activities consistently covers the six areas of learning and the stepping stones on which children are progressing. Children's assessment records contain observations of their progress and individual interests, these are linked to the stepping stones, and used to inform future planning. Highly skilled practitioners use everyday situations to extend children's learning very well, such as, 'how many pieces of pie do we need for your table and how many with custard?'

Overall, the children are making good progress in all areas of learning. They are happy to attend the setting and enter the playroom confidently. They operate relatively independently within the nursery, seeing to their own personal hygiene, putting on their own aprons and acting as monitors. They help to set tables and distribute plates and cups for their table at meal times. Children are beginning to make good attachments to others in the group and have friends they like to be with. They play well together in small groups, taking turns to add bricks to their building. Children respond well to the meal time routine and sit at the table to eat and chat. They learn essential social skills with staff support, such as how to use knives and forks correctly.

Children listen well. They concentrate for long periods on activities which interest them, such as building with bricks. Children enjoy books, especially ones they have helped to make. They talk with confidence about past experiences and recall events in their own words. Children communicate effectively with their peers and with adults, readily initiating conversations. Children have a keen interest in numbers and the regular routines are used very well to promote counting and calculation skills. They count out forks and plates when helping to set the tables.

Children can recognise and match shapes, for instance when constructing they leave square holes in the building for the windows.

Children learn about the world around them through outings, discussions and from visitors to the nursery, such as the fire department. They learn about nature by planting and tending flowers and plants, both inside and outdoors in the sensory garden. Children develop understanding about how things work using mechanical toys and zip fasteners. They begin to learn about technology and can competently use simple computer programs.

Children move freely with pleasure and confidence indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing with bikes, scooters and hobby horses. Activities are planned for children to develop a range of physical skills, such as running, jumping, climbing and balancing. Children show good control over their fine physical skills, they can use pencils, paint brushes and the computer mouse very well, and they are learning how to use cutlery.

Children confidently explore a wide range of creative materials, such as paint, coloured pencils, malleable materials, collage, pens, glue, musical instruments, sand and water. They freely access these materials to represent their feelings, thoughts and ideas. Children use their imaginations well in role play. They act out familiar scenarios, such as boiling the kettle and taking it to the table to pour out imaginary drinks.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are met through seeking information prior to admission, ongoing discussions with parents and clear documentation. Children begin to learn about diversity. They learn about themselves, each other, and the world around them through well planned activities and accessing good resources, which reflect diversity and acknowledge cultural differences. The nursery environment reflects diversity in the make up of the staff team. Staff of varying ages and men are employed. Suitable arrangements are made to meet the needs of children with learning difficulties and children using English as an additional language.

The staff have a very good awareness of positive behaviour management techniques to enhance children's well being. Children are polite and well-behaved. They learn to share, take turns and enjoy taking responsibility, such as helping to dry the toys which have been washed. A great deal of praise and encouragement is given to children, boosting their confidence and self esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers is good. Children are cared for according to parents wishes which promotes continuity of care. There are systems in place to ensure information is shared on a regular basis about the child's progress and activities, through daily chats, and on the parent's notice boards. A monthly newsletter is produced for parents informing them of future activities, events and any changes within the setting. The nursery hosts a parent's group each week. Thus parents and staff build very good relationships and parents feel valued and included. Parents are welcomed into the setting at all times and they frequently knock on the office door for help or advice.

For children receiving nursery education, development records are kept up to date and are discussed with parents on a regular basis. However, there are no procedures in place to involve parents in extending their child's learning at home. There is no formal system to record

information given by parents to help inform the baseline assessments for their child. Therefore, plans for extending individual children's learning are not optimal when they first start.

Organisation

The organisation is good.

Space, resources and deployment of staff are used most effectively to meet the needs of the children and enhance their well-being. There are sufficiently rigorous procedures in place to vet new staff ensuring that they are suitable to care for children. Adult child ratios are consistently maintained and staff are suitably experienced and qualified. There are good contingency arrangements in place to cover for staff sickness and absence.

The leadership and management of the nursery is good. Staff are enthusiastic and have a high level of commitment towards continuously improving practice and their individual skills base. Staff enhance their practice by attending regular training courses and sharing this knowledge with other members of the staff team. The manager monitors the recording of children's development files and the plans of activities, each week. The setting is pro-active in identifying their own areas for development they have completed a quality assurance scheme and regularly seek and act on the advice and support from the local authority. In addition, they have made use of staff's European connections, and invited a Finnish advisor to the nursery, to help with ideas about how to develop their outdoor play provision. This demonstrates a willingness to continually improve and has a positive impact on the care, learning and play provided. Regular staff meetings are held, which allows all staff to be involved in the planning and evaluating of activities. This means that all staff are aware of the general learning intentions of the activities. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection recommendations were made regarding sleeping arrangements, hand washing procedures and resources.

The recommendations have all been satisfactorily addressed to improve outcomes for children. Children sleep fully reclined either in buggies or cots. Parents are consulted as to their child's preference. A new sink has been fitted in the three to five year olds' playroom so that they can easily and independently wash their hands. Many additional books have been bought for all age groups and these are freely available to children.

Complaints since the last inspection

Since 1 April 2004 a complaint has been made to Ofsted in relation to National Standard 2, regarding staffing issues, that required the provider to take action in order to meet the National Standards. The provider took appropriate action and remains suitable for registration.

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):

- provide individual towels for children in the bathroom
- provide suitable adult seating in the playrooms.

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 a system for parents of children who receive nursery education to extend their learning at home
- develop a formal system to record information sought from parents of children receiving nursery education, to help in completing baseline assessments.

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