

Children's Place Ltd

Inspection report for early years provision

Unique Reference Number	EY293724
Inspection date	24 September 2007
Inspector	Liz Whitehead
Setting Address	Sure Start Centre, Barkerend Road, Bradford, West Yorkshire, BD3 0ED
Telephone number	01274 667 553
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Registered person	The Children's Place Ltd
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?

The Children's Place Limited Nursery opened in September 2004 and has recently been awarded 'Children's Centre Plus' status. It is privately owned and is part of an organisation of seven nurseries within the Yorkshire region. The nursery adjoins the Sure Start Children's Centre, in the grounds of Byron School, in Bradford. The building is single storey and comprises of three playrooms with direct access to enclosed outdoor play areas. They also have use of the Children's Centre sensory room.

A maximum of 61 children, aged up to five years, may attend the nursery at any one time. There are currently 40 children on roll, who attend on a full and part-time basis. Of these, 17 receive funding for nursery education. There are crèche sessions available which are frequently used by parents and carers to enable them to attend training courses. The nursery welcomes and supports children with learning difficulties and disabilities and those who speak English as an additional language. It is open each weekday from 07.30 to 18.00 throughout the year.

The nursery employs 10 members of staff and an advisory teacher. A special needs co-ordinator is also employed by the organisation. All staff hold appropriate early years qualifications, and

two are currently working towards a relevant degree. The setting is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children know about the importance of good personal hygiene. They happily wash their hands prior to meals and are fully aware that this is to wash the germs off. Disposable towels and liquid soap are readily available to reduce the spread of infection. Additionally, the staff ensure that the tables are thoroughly cleaned. Mealtimes are a very relaxed and social time with children sitting with their friends and chatting about their day. These are used very effectively to promote children's independence as they serve their own food. This enables staff to value children as individuals and the children develop responsibility and are able to influence their portion size.

Staff work very closely with parents and ensure that all special dietary requirements are recorded. All staff, including the cook, are fully aware of these to ensure that children only receive food which is appropriate for them. Children are encouraged to eat healthily and enjoy snacks of fruit and vegetable sticks. They are regularly offered drinks and know that drinking water is good for them. Children are learning about healthy eating and meals are freshly made each day. The setting does not use any processed foods. Posters and tablecloths with pictures of fruit on are used effectively to discuss foods that are good for the children, for example, strawberries, oranges and watermelon.

Children have wonderful daily opportunities for fresh air and exercise in all weathers. They thoroughly enjoy playing outdoors and are able to move freely between the indoors and outdoors and eagerly participate in a wide range of activities. The setting provides 'puddle suits' and wellington boots which the children know to wear in inclement weather. They have an absolutely fantastic time and become really animated and excited as they jump and splash in the puddles. Children are as active as they choose to be and are able to join in with activities, such as regularly practising on the climbing wall, balancing and successfully managing obstacles or to play with the resources available. Weekly dance and exercise sessions keep children fit and healthy. Young children experiment moving in a range of ways, for example, crawling, walking, rolling and standing with the aid of furniture, which develops their co-ordination.

Children are aware of their personal space and carefully manoeuvre around fixed objects and people when walking, running and pushing prams. They are confident when judging their own body size and are really proud when they crawl through the tyres. The children are keen to construct with large blocks and use these to practise and develop their co-ordination and imagination. The children are really pleased when they reach the top of the climbing wall and proudly sit astride it looking around. Children are learning about using one-handed tools and equipment, for example, spades, rakes, and pencils. Older children independently manage the scissors effectively to cut paper whilst younger children require adult support.

The children's health and well-being is further promoted through the effective management of children's illnesses. The staff rigorously implement the sickness policy. For example, should a child become unwell at the nursery the staff will contact their parents. Children with an infectious illness are expected to remain at home to prevent the spread of infection. Children are able to sleep and rest according to their own routines and parents' wishes. Younger children sleep in cots whilst older children sleep on mats on the floor. A number of these have exposed

foam which poses a hazard to children. Individual bedding is provided for each child which reduces the spread of infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff are able to treat minor accidents effectively as a first aid kit is readily available in each of the rooms and one is always taken on outings. Very effective systems are in place to prevent unwanted persons from entering the premises. These include a buzzer entry system where parents and visitors must be admitted by a member of staff. Visitors' identity is thoroughly checked and a record is consistently maintained.

Children understand about evacuating the building in an emergency. Written and pictorial information is clearly displayed and regular practises take place. This ensures that all children and staff know about and are familiar with the procedure. Staff are very aware of how to keep children safe and take good steps to minimise hazards and risks to children. For example, staff immediately mop up water spilt onto the floor to prevent children and adults from slipping.

Staff actively promote relevant safety issues with parents and children. Regular discussions take place and written information is available regarding the importance of using the correct car seats when transporting children in cars. Children learn about keeping themselves safe through activities, such as playing with road traffic signals. They know that when the red man is displayed they must stop and that they can only cross the road when the man is green. All the toys and equipment are clean, well maintained, conform to relevant safety standards, are suitable for their purpose and appropriate for the ages of children using them. Various sizes of furniture are available to enable children to access them independently.

Staff are fully confident of the signs, symptoms and procedure to follow if they have concerns regarding a child in their care. All the staff have attended child protection training to update and increase their knowledge, awareness and confidence in dealing with any issues. Staff are fully aware of the importance of recording existing injuries to children and all parents sign to acknowledge that they are fully aware of the setting's responsibility.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident decision makers and are continually given opportunities to make selections, such as whom and what they wish to play with. Some children opt to be creative or build, whilst others wish to read books. All the staff are very motivated and enthusiastic. They are kind, attentive, are interested in the children and value what they say and do. Staff working with the younger children have attended 'Birth to three matters' training. They implement the framework well into children's everyday play and planning and assessment systems are effective for this age group.

Activities are planned in advance but remain fully flexible to allow for spontaneity and for children to initiate them. A good range of resources are available for children to freely access. These include, books, creative materials, jigsaws and construction toys. Children state that they like to play at the nursery and particularly enjoy playing outside in the rain and with their friends. The staff balance their time carefully to allow children to play and learn independently as well as giving time to support and encourage them.

Staff nurture children's creativity well and provide a mixture of pre-cut shapes and various sizes of paper for their activities. Children are able to express themselves through a variety of media, such as pencils, play dough, paint and glue. They use a range of items to paint and print with, including brushes and blocks and are really proud of their pictures. Young children enjoy exploring the texture of the paint both with their mouth and their fingers.

Children are confident communicators and happily talk with their peers and staff. They show a keen interest in books and enjoy looking at these independently, with staff and in group situations. Children of all ages develop good language and number skills through lots of singing, stories and conversation. Songs are often accompanied by props to appeal to the children's senses. Staff regularly increase children's knowledge through introducing new words, such as telling them the name of the sieve, when playing in the sand.

Nursery education.

The quality of teaching and learning is good. Staff are knowledgeable regarding the Foundation Stage and enthusiastically put this into practice. Therefore, children are highly motivated, have a positive attitude to learning and enjoy trying new experiences. The staff demonstrate a good knowledge of how children learn through play and hands-on opportunities and provide a wide range of activities and experiences to cover all areas of children's learning. The planning closely follows children's interests, is flexible, understood by all staff and ensures that clear learning intentions are identified.

Older children separate from their main carer with confidence, whilst younger children require support to do this. They eagerly seek out the staff to share their experiences. Older children are fully confident and openly approach both familiar and unfamiliar adults to initiate activities and conversations. They move freely between the activities, both indoors and outdoors and enjoy exploring and investigating these.

Story and singing times are organised to maximise children's learning and enjoyment. The staff make these a fun and interesting time and the children listen carefully and join in enthusiastically with familiar sections. They listen attentively as the staff tell and act out the story of 'Goldilocks and the three bears'. The staff use simple props, such as wearing a bib to signify who is baby bear, and bowls, spoons, a pan and a porridge box. The children thoroughly enjoy playing with these and act out their own story.

Some children are beginning to recognise the letter that their name begins with. They have many opportunities to see words and some numbers on labels around the room. However, opportunities for children to make lists and to practise their writing skills are limited. Some children talk freely about their home and community. For example, they talk about how they get to nursery. Some children state that they walk whilst others come in a car.

Children are developing good mathematical skills. Staff actively develop children's understanding of size through practical experiences. They talk about who is taller and who is smaller and then stand side by side so that the children can see if they were right. Some children are able to recognise numbers, for example, a three-year-old points to the number three and knows that is their age. The children understand and use positional language, such as 'in' and 'out' and the staff provide opportunities for them to describe colour and shape through daily activities. Children are learning about volume, capacity and the related language through filling buckets in the sand and containers in the water. However, the quantities of sand and water are not always sufficient to enable children to explore this thoroughly.

Children confidently make simple models with various construction toys using their own ideas and also following staff examples. They spontaneously select the curved pieces of train track and make these into a circle which they then run the trains around. The children follow simple computer program and operate the mouse with adult support. They create patterns on the computer and then colour the sections various colours. The staff celebrate the children's achievements through saving, printing and attractively displaying these patterns. Children are beginning to know about their own traditions and beliefs and those of other people, through daily play and celebrating festivals from a range of cultures.

Children show curiosity, observe and manipulate objects. They realise tools can be used for a purpose and enjoy finding out how the play dough changes as they squeeze and roll it. They talk about it becoming thin. Children respond in a variety of ways to a range of experiences and some children are happy to watch whilst others participate fully in the activities. Overall, children make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children's individual needs are very effectively met as the staff work closely with the parents and record relevant information. They know the children, their routines and likes and dislikes well and they regularly offer comfort and cuddles to the children. Staff actively include them in the daily routine and young children collect their own nappy from the basket. Children have a real sense of belonging and know where their personal items are kept. They collect and return their coats to their pegs. These are signified by names and photographs for younger children and names and pictures for older children.

All children behave well and learn right from wrong through the staff's positive example. They are developing a sense of responsibility and happily help to tidy the toys away, sometimes unprompted by the staff. The children get on well together and involve each other building with the bricks and when playing outdoors. Inappropriate behaviour is effectively managed through distraction and explanation. The staff set clear and realistic boundaries and consistently offer children meaningful praise.

Children develop a positive attitude to others and gain an appropriate understanding of the wider world. They celebrate festivals and see words written in a range of languages. The staff team are multi-lingual and offer good support to children and families who speak English as an additional language. The children show care and concern for others. For example, an older child immediately and spontaneously says 'sorry' when they bump into another child.

Children with learning difficulties and disabilities are fully included and integrated into the setting. The staff know children's individual abilities and provide additional support, as required. For example, sitting nearby at mealtimes or working to children's individual education plans. Activities are appropriately adapted to enable all children to access them. The staff work very closely with the parents and related professionals and provide specialist equipment where appropriate. Staff telling stories also use basic sign language to ensure that all children are included and can make valuable contributions. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers for funded nursery education is good. They receive a lot of information about the educational provision through displayed information, leaflets and the planning is prominently displayed in the playroom. Assessment records for each child clearly

shows their achievements, progress and details the planning for their next steps in learning. There are many opportunities for parents to become involved in their children's learning. These include, contributing to development profiles and participating in the self-registration system.

Very effective communication systems are in place to keep parents fully informed of their children's care and well-being. These include regular nursery and company newsletters and a wide range of information clearly displayed on notice boards throughout the setting. Daily discussions keep parents fully informed regarding their children's activities. This is supplemented with written information for younger children. The nursery encourages and welcomes parental views and feedback.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. The manager and staff team view the self-evaluation form as a working document and regularly update it, reviewing the setting's strengths and weaknesses. All the staff work together very well as a team, each aware of their individual roles and responsibilities. They regularly seek advice and support from the local authority.

The setting is very warm and welcoming to children and their families, with pictures, posters and children's artwork displayed on the walls. This creates a stimulating and appealing environment. Children feel settled, secure and fully confident in making choices within the setting. The children have the use of playrooms which are divided into the areas of play, which provides the children with a familiar and secure environment. Each child has a key worker; a list is displayed to ensure that all children, parents and staff are familiar with this.

Staff caring for children are suitable to do so. The recruitment and selection of staff is suitable and the manager ensures that relevant checks are completed. However, insufficient detail is recorded regarding the level of checks. In order to protect children, persons who have not been vetted are not left unsupervised with them. All new staff receive a full induction in order to familiarise them with the routines, policies and procedures of the nursery. They also sign to acknowledge that they have read and understood these.

Effective systems are in place through regular supervisions and appraisals to highlight staff training needs and requirements. All staff are strongly encouraged to regularly attend relevant training to further their personal development. They update and increase their knowledge and skills and have accessed courses, such as health and safety, food hygiene and child protection. All the staff hold a first aid certificate and have a suitable qualification which enables them to offer good quality care to the children. Very good staff ratios ensure that children's needs are very effectively met.

All the required documentation is in place, although does not always contain sufficient detail. All sensitive records and information are effectively stored to ensure that confidentiality is fully maintained at all times. The setting's unique policies and procedures are available for staff and parents to view. All parents receive a copy of the nursery's detailed pack of information. 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 it was recommended that the setting develop their outdoor area. This has been fully addressed and children are now able to pursue a full range of activities in all weathers outdoors. This significantly enhances their physical well-being.

Complaints since the last inspection

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. 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.

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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):

- ensure that exposed foam does not pose a hazard to children
- ensure that records of background checks contain sufficient detail.

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 resources are sufficient with regard to the quantity of sand and water
- provide a range of opportunities for children to write as a means of recording and communicating.

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