

Birkenshaw Kindergarten Club

Inspection report for early years provision

Unique Reference Number	509899
Inspection date	14 May 2008
Inspector	Ann Webb
Setting Address	38 Old Lane, Birkenshaw, Bradford, West Yorkshire, BD11 2JX
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Registered person	Mr and Mrs Bell
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 satisfactory. 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?

Birkenshaw Kindergarten Club is privately owned and was registered in 1994. The setting operates from a purpose built extension to the owner's home. An adjoining area is available for outdoor play. The nursery is open from 07.45 until 18.00, Monday to Friday, throughout the year, closing only for bank holidays, Christmas and New Year. A maximum of 37 children aged up to five years may attend the provision at any one time. There are currently 82 children on roll, 16 of whom are in receipt of funding for nursery education.

The nursery is situated on the outskirts of Bradford and serves both the local community and wider geographical area. The setting welcomes children with learning difficulties and disabilities and children who speak English as an additional language. There are 10 staff working with the children, six of whom hold a relevant early years qualification. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are good opportunities for the children to become familiar with healthy eating. They have a very successful breakfast time when children can serve themselves. They can choose to pour their own milk onto cereals and decide how much fruit they would like. Throughout the day water is presented in jugs and the children help themselves when they are thirsty, an additional water dispenser also encourages the children to drink plenty throughout the day. Menus are well thought out and offer a good variety of healthy and nutritious choices. The children enjoy a roast chicken lunch with sweetcorn and beans.

The children learn effectively about the importance of personal hygiene. They routinely wash their hands before eating food and after visiting the toilet. The staff are positive role models for the children, for example, they follow consistent nappy changing routines, wearing protective clothing and wiping all surfaces. Areas are cleaned frequently to ensure that the spread of infection is minimised successfully.

There are appropriate opportunities for the children to have fresh air and exercise. They play outside at intervals throughout the day and enjoy large physical play with tricycles, parachute, climbing equipment, balls and push along toys. Indoors the children become physically active during construction activities and stretching out on the floor with small world play.

The children's health and well-being is further promoted through the clear management of early childhood infections and the management of children's illnesses. The sickness policy explains to parents the importance of children remaining away from nursery if they have an infectious illness. The children are given good opportunities for rest and sleep in comfortable areas.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

All areas used by the children are appropriately organised with safe storage for furniture and equipment. The children play with a range of suitable toys which are safe and in good condition. Careful consideration is given by the staff to ensure that the activities they provide are appropriate for the ages of the children and that they can be safely and independently accessed.

The children's safety is mainly well promoted with all areas safe and suitable for their purpose. For example, a buzzer alerts staff when visitors arrive, their identification is checked and a signing in and out procedure gives an accurate account of the times they are on the premises. Additionally, all staff members and children are signed in and out daily in an attendance register and parents are reminded not to allow unknown persons through the locked gate.

There are a range of procedures to minimise risks to children. Written assessments for indoors, outdoors and outings identify potential hazards, for example, when walking by the road. The children are supervised well and are grouped together with children of the same age group. However, items of protective clothing with ties around the neck are not always removed when children are sleeping. This poses a hazard to the children.

The children's welfare is further promoted through the staff's mainly sound understanding of the Local Safeguarding Children Board procedures. There is a written child protection policy,

however staff are not fully aware of the correct procedure to follow in the event that an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children have suitable opportunities to play and learn in a warm and stimulating environment. They respond with enthusiasm towards group activities and share their thoughts and ideas with the staff. During a group discussion the children talk about the weather and the season. They know that it is the month of May and comment on the sunny day. They eagerly express how they are feeling and some children say they are happy today. The staff manage the group so that all the children make a positive contribution and are fully included. The children look at pictures of faces and call out as they recognise the various expressions such as, sad, tired and happy.

Song and reading time successfully brings children together to perform familiar tunes and rhymes and listen to their favourite story. They are able to follow actions and movements and can anticipate and make suggestions as the story of a clumsy crab unravels. Children make appropriate choices about which activities they would like to experience. They are able to choose from a suitable range of planned and spontaneous activities and construct their own vehicles by joining pieces of construction resources together. Children say they are making ladders and explain to other children which pieces they will need.

The children are independent and know that they need to wear protective aprons when playing in the water. They are fascinated by the coloured glitter in the water and spend some time pouring and filling containers. When it is time to clear away their toys all the children quickly become involved, helping their friends to find the correct storage areas. The staff give the children good opportunities to be helpful with tasks and to be fully involved in their routines. They can help with snacks and preparing areas for lunch which helps raise their self-esteem and motivation.

The children's interest and love of books is well developed and successfully fostered from an early age. Access to books for browsing is good and children sit, turning pages and examining pictures. Toys presented easily for children encourage the youngest children to explore their environment and to investigate how things work. For example, they reach out for a musical toy and soon realise that they can make music by pressing the top.

Nursery Education.

The quality of teaching and learning is satisfactory. The staff plan a suitably varied range of activities which successfully interest the children, developing their skills and ideas and encourage their participation. The planning covers all areas of learning and clearly shows which are focussed activities and which are continuous provision. Planning is sufficiently flexible to allow the staff to respond to the children's individual interests. The staff have an appropriate understanding of the Foundation Stage and individual development profiles indicate the progress the children are making. However, planning for the next steps in the children's learning is limited and does not clearly show how children will be helped to progress.

The children are learning successfully to count and know numbers up to five. Older and more able children can count beyond 10. Some children are able to recognise numbers and select a printed page of the number 'two'. They count familiar items and join in counting songs and

rhymes. They chant out numbers up to 12 as they remove coloured balls from a rod. They are fascinated by the magnetic fishing game eagerly waiting their turn to catch as many fish as they can. They support their peers in the activity really well and congratulate each other as each child takes their turn.

The children have appropriately developed social skills and enjoy each others company. They chatter constantly with their friends and with staff, laughing and giggling as they play. Their good humour and enthusiasm creates an infectious and fun learning atmosphere where children are engaged and ready to learn.

Writing and mark making happens at spontaneous moments when some children feel they wish to write their names on pictures or follow patterns and shapes. Some of the older and more able children can form the letters of their names with confidence and their developing skills are well supported with resources which they can access independently. They use mark making equipment with confidence and have good hand to eye coordination. However, some children do not choose to mark make or join in with activities which develop skills needed for name and letter recognition. Children are less familiar with letter sounds and how they link to familiar words and some children do not make attempts to access mark making equipment.

Physically the children develop well and coordinate their movements with control. They move around furniture and equipment with ease and give each other space during their play. They run around in outdoor spaces and practice large movements needed for climbing and jumping. They chase after bubbles blowing in the breeze and stretch out their arms as the bubbles float out of reach.

The children talk about aspects of the natural world. They look at replica animals and can identify many. They know tigers and dinosaurs. They can see geese and horse in the nearby field and talk about the horse eating apples. They experience growing and planting, waiting for their seeds to germinate. They watch daily as tadpoles turn to frogs and staff support this activity with diagrams and explanations.

Children can concentrate for long periods during construction activities. They use their imaginations well and say their vehicle is for the paramedics. Other children build three dimensional shapes and mimic the sound effects of vehicles. They fasten pieces together and know that they can make boxes and cubes.

Helping children make a positive contribution

The provision is good.

The children have a sound understanding about the diversity of the world in which they live. For example, they use resources which reflect a positive image of race, gender and disability, such as books, small world figures, puzzles and role play. Additionally, they join in the celebration of festivals and traditions other than their own. The children's spiritual, moral, social and cultural development is fostered.

There are good behaviour management strategies in place, for example, the children are praised for good behaviour and explanations are given where behaviour is unacceptable. The staff give the children gentle reminders about not running and pushing and consequently the children behave well and know what is expected of them. The staff give children suitable opportunities to take responsibility for their own care needs such as, pouring milk, helping themselves to

snacks and visiting the toilet. However, this is not applied at lunch time when opportunities for the older children to make decisions about portion size and choice of foods are missed.

The partnership with parents is good. Parents receive regular information regarding all aspects of their children's care and education. For example, they sign accident reports and medication records. Additionally, there are information updates, policies, procedures and activity information prominently displayed for parents to read. Parents' are able to contribute toward their children's learning through a self registration system and bringing items from home for specific themes and activities. The staff work closely with parents to ensure that the children's individual care needs are successfully met.

There are suitable systems in place to support children with English as an additional language. The staff ensure that information is understandable and take positive steps to ensure that parents and children are fully included in all aspects of the nursery. Translations of familiar words are used to identify key areas in the setting.

Organisation

The organisation is satisfactory.

The environment is effectively organised. The staff work well as a team and they know their roles and responsibilities. They implement routines to give children a suitable range of experiences. 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 and are easily accessible. Confidentiality is well maintained and records and documents are easily accessible and available for inspection.

The leadership and management of the nursery education is satisfactory. The staff team are motivated to improving care and education and have regular opportunities for staff development, such as attending training. The staff regularly work with relevant professionals, advisory workers and members of the local community. All the staff are fully involved in planning the curriculum and assessments records are frequently updated by the child's key worker.

There are sound systems in place to ensure that the staff are suitable to care for the children, for example, background checks, references, induction process and further training. There is a clear management structure which provides support for staff at all levels through supervision, appraisals and staff meetings. Overall, the provision meets the range of the needs of the children for whom it provides.

Improvements since the last inspection

At the last inspection actions were raised with regard to safety and recommendations made with regard to nursery education. Since the last inspection the nursery have implemented a procedure to follow in the event that a child is lost or uncollected, staff to children ratio's are maintained at all times, medication records are signed by parents and there is a system to record existing injuries to children.

The staff have developed their knowledge of the Foundation Stage through attending training and provide a range of activities which interest and challenge the children. They provide suitable opportunities for the children to independently access resources and to write for a purpose. Practical opportunities for parents to be involved in their children's learning have been

established through self registration and the settings strengths and weaknesses are assessed through the consideration of parental feedback, observation, assessment of children's development and consultation with advisory and professional bodies. These improvements appropriately support and improve the care and education of 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 complaint 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):

- improve the safety and comfort of sleeping children with regard to clothing
- ensure that all staff are made aware of the correct procedures to follow with regard to child protection
- increase opportunities for the children to fully develop their independence and decision making skills with regard to lunch times.

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 opportunities for all children to access mark making activities and to develop skills in linking sounds and letters
- improve children's development records with regard to the next steps in children's learning.

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