

# Farcliffe and Lilycroft Children and Family Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY356854
<b>Inspection date</b>	03 July 2008
<b>Inspector</b>	Cynthia Walker
<b>Setting Address</b>	Farcliffe & Lilycroft, 56 Toller Lane, BRADFORD, West Yorkshire, BD8 8QH
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<b>Registered person</b>	Lilycroft Nursery School Governing Body
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Farcliffe and Lilycroft Children and Family Centre was previously registered in 2004 and re-registered in 2007 under the management of Lilycroft Nursery School Governing Body. The setting operates from a purpose built unit and rooms within the family centre in the Manningham area of Bradford and provides full day care which includes a crèche facility. Children have access to five playrooms with each room having access to a secure enclosed outdoor play area. A maximum of 60 children under eight years may attend the nursery at any one time and a maximum of 16 children under five years may attend the crèche at any one time. Currently there are 96 children who attend the nursery and 31 children who attend the crèche throughout the week. Of these, 50 children are in receipt of nursery education funding.

The nursery is open each weekday from 08.00 to 18.00 throughout the year, excluding bank holidays and Christmas. The crèche facility opening times are variable and are dependent on the services operating from the centre. The setting supports children with learning difficulties and disabilities and who have English as an additional language. Children attend from the local and wider community. There are 23 members of staff who work in the nursery, all of whom hold appropriate early years qualifications. The setting receives the support of the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

All children enjoy physical activity by open access to their individual outdoor areas throughout the day as part of continuous provision planning. The area for the older children has recently been improved and there are plans for this to be reflected in all the other areas. This wonderful new area includes a very interesting water feature incorporating different levels and large funnels, a fixed climbing area, sandpit, archway, fixed tables, a growing area and interesting walk ways. Children enjoy running and chasing as they competently negotiate space and skilfully balance as they walk across beams or use the balancing cups. They develop their hand-eye co-ordination as they competently throw large balls to each other, with some children managing to catch them. Children confidently negotiate the climbing frame and expertly twirl around the fireman's pole to reach the ground whilst others haul themselves up the ropes. They enjoy collecting water in containers and pouring it through the large funnels. Younger children enjoy manoeuvring and controlling the wheeled toys and push the prams up the slope. They throw and roll plastic hoops whilst small children watch entranced as the windmill turns around in the breeze.

Children are well nourished and enjoy a wide variety of meals and snacks which incorporate a good selection of fruit and vegetables. They sit in small numbers for meals with staff and enjoy good social interaction. Older children are involved in serving the meals for others and help prepare the fruit for snack. The children's dietary needs are discussed with parents and efficiently recorded to ensure the individual needs of children are met. Children receive meals which reflect the cultural diversity of the setting and are included in a three weekly rotated menu. They are able to access fresh drinking water throughout the day.

Children are developing an understanding of personal hygiene as they wash their hands after going to the toilet and before they eat their snacks and meals. A visit from the 'Life Caravan' introduces activities to raise awareness of healthy eating and taking care of themselves. During discussion children demonstrate why it is important to brush your teeth in a morning and before you go to bed. Staff demonstrate that children are cared for appropriately if they have an accident or need medication because they follow suitable procedures. Younger children are developing their emotional well-being through close and caring relationships.

### Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, warm, safe and secure environment. The skilful organisation of the rooms used by children actively encourages children to participate in a range of interesting activities. Children are able to move spontaneously and independently around all areas of play. Colourful displays including the children's art work and photographs of their involvement in a variety of activities ensure the nursery is an exciting place to be. Children are accessing a good range of resources which are appropriate to their ages and stages of development and actively support play and learning. Resources are constructively arranged around the individual areas of learning which allows children to make decisions about the resources they will use to support their play and learning.

Clear risk assessments, which include, daily recorded checks on the rooms being used and the outdoor area, ensure children's safety is maintained at all times. Children are learning about

keeping safe through clear explanations whilst using the outdoor area. Regular fire practises enable the children to develop an understanding of fire safety.

Children are efficiently safeguarded by staff with a sound understanding of child protection procedures which are in line with the Local Safeguarding Children Board.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the nursery and arrive happy and eager to participate. Staff introduce a versatile range of activities in response to the younger children's individual needs to enhance and extend their learning. Regular observations are completed on the children and their future learning is identified. Children's learning records include observations, photographs and examples of their work. Key workers have a good understanding of their individual children and at weekly meetings plan the activities for the coming week; however, individual children's future learning is not formally identified within the focussed activities or continuous provision.

There is a cheerful atmosphere within the nursery where children become confident and motivated. Younger children become enthusiastically involved in water play which includes a variety of experiences to reflect their developmental needs. They use a net to catch items within the water tray and begin to use language in response to the objects they find as they exclaim 'mummy duck'. This is skilfully extended by staff who ask, 'what does mummy duck say?', and the child responds with 'quack, quack, quack.' Children enjoy splashing their hands in the water and then drop a duck in the water to make a big splash. They paddle carefully in a large tray whilst other children search for a favourite soft toy to wash in a small container. In their search for the toy camel they explore the other soft toys by turning them over and examining their backs to look for the humps. Staff respond to individual children who choose coloured sand to play with and spread a selection of colours over a small table for children to explore their senses as they feel, explore and make marks.

Children enjoy looking at a good selection of books and sit closely with other children and staff as they turn the pages, listen to the simple stories and look at the pictures. They develop their hand-eye co-ordination as they thread laces through simple shapes which is extended by staff as they encourage children to count the holes. Children within the crèche enjoy exploring their senses as they squeeze the play dough through their fingers, experiment with floating boats in the water tray and fill buckets with sand using their hands and scoops. Staff effectively interact with the children and respond with positive praise to children's achievements.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a secure understanding of the early learning goals and plan a balanced range of activities and experiences which support children's learning. The nursery works in partnership with the local nursery school which is reflected in their medium term planning and there is practical support from staff from the school within the nursery. Regular observations are completed on the children and their learning records include observations of activities and photographs of involvement in activities. A regular weekly meeting is used to share the key workers sound understanding of their individual children's learning and they use this information to plan the children's next steps for learning within the focussed activities and continuous provision. However, the children's next steps for learning are not clearly identified within their observation records or formally linked to the future planning.

Staff have established positive relationships with the children and their spontaneous enthusiasm ensures that teaching stimulates children's interest and helps them stay focussed and persist at activities for some time. Extensions linked to the focussed activity are identified within the continuous provision although these lack detail and some resources, such as, mark making materials do not support all learning areas. Staff provide a stimulating environment with constructively arranged resources which helps children to progress.

Children have a positive attitude to learning and use their initiative and take responsibility to instigate their own play and learning. Focussed activities linked to the natural world stimulate the children's active interest as they observe and discuss the transformation of a cocoon into a butterfly. They exclaim with wonder and amazement as they watch the butterflies stretch their wings and begin to fly and excitedly take them outdoors to release them and carefully observe them on the bushes. Children discuss the patterns on the butterfly wings and recreate the different shapes on representational drawings. Wet clay is used by the children to recreate their own imaginative mini beasts which they decorate with a variety of colours when they are dry. They are confident with information technology and skilfully use the mouse at the computer to identify individual numerals and match medium and big shoes appropriately. A corner of the nursery has been turned into 'Live TV' with video links which stimulates children's imagination and use of language.

Children use language to negotiate as they play outdoors and share experiences from home and explain that the caterpillar in a picture in a book couldn't get out of the egg because he was asleep. Staff encourage the children to be actively and enthusiastically involved in a lively singing session where children select a symbol to identify the next song. Children sing a good range of songs confidently and match the simple movements to the words and rhythm of the song using English and Urdu for some songs. The staff's skilful repetition of words enables children to listen and recognise the sounds of simple words and individual letters. Children count the number of butterflies and participate in simple calculation as they add one and one correctly. Visitors from the 'Creative Partnership' stimulate the children's imagination as they become involved in constructing interesting dens, making trails and participating in Bhangra dancing.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and respected within the nursery. Discussions with parents as their children join the nursery clearly establish the children's individual needs to ensure appropriate care can be given. The use of bi-lingual staff help children from families, whose first language is not English, gain a sense of belonging within the setting. The nursery celebrates the different cultures and customs with the provision of a wide range of resources and displays throughout reflecting children from different cultures. Staff continue to recognise the children's first language as they get older through everyday routines and in activities, such as, singing. Notices and learning areas are clearly labelled in dual text which enables children to develop a strong sense of identity. The nursery actively ensures that the needs of children with disability or learning difficulties are fully met by working in close partnership with parents and other agencies and professionals involved with the children. Staff are pro-active in ensuring that all children take a part in the same range of activities and are able to achieve, which includes, exploring the outdoor area and playing sleeping bunnies during singing. Sensitive individual support ensures children develop in confidence and competence.

Children's spiritual, moral, social and cultural development is fostered.

Children behave well in response to the calm and consistent responses from staff. They are confident within the routines of the nursery and respond well to staff's expectations particularly at tidy up time. Children have developed positive relationships with each other as they play harmoniously at activities, such as, role play and take turns as they throw balls to each other. They show sensitivity to others as they share a soft toy with another when they get upset and explain that they always help the children when they cry. Younger children are developing self-assurance from close and effective relationships with staff.

Partnership with parents is good. Parents are actively welcomed into the nursery and receive information about the nursery through notice boards, newsletters and Curriculum Information Meetings; however, policy documents are not easily accessible to parents. There is bi-lingual support within the nursery to support the parents as their children begin their nursery care. The ongoing needs of the younger children are shared verbally at the end of the day and with a daily diary sheet for parents who wish it. Parents are aware that they can access their children's learning record at any time and there is a meeting with parents as their children move to school to discuss the children's achievements. They also receive a written report. There is no formal system in place for parents to share information about their children on a regular basis. Parents have opportunities to be involved in their children's learning by participating in the book library and they receive regular updates on the activities and projects their children are involved in within the newsletter.

## **Organisation**

The organisation is good.

All of the required documentation which contributes to children's health, safety and well-being is in place. Rigorous recruitment and vetting procedures are in place to determine the suitability of staff members to safeguard the children attending the nursery. Documentation is supported by a wide range of policies and procedures which are reflected in daily practice, for example, behaviour. There is a positive attitude to training with regular in-service training being provided and all the staff have appropriate early years qualifications. The nursery was nominated and received an award from the local authority under the 'Care for Children Award'. Children's care and learning is enhanced by the organisation of accommodation and resources which contributes to their confidence in initiating their own play and learning.

Leadership and management is good. Clear staffing procedures ensure the new management structure is able to develop and actively support the staff team through this transitional period. The nursery has close links with the local nursery school who give ongoing practical support with the organisation of the learning programme and running of the nursery. Regular planning meetings are used to ensure the outcomes for children are maintained and improved within the setting. The overall provision is monitored through the feedback forms available throughout the children's centre; however, the evaluation of the education programme is informal. The nursery demonstrates a willingness to seek advice to improve the quality of education for the children they are providing.

Overall, the provision meets the needs of the range 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 complaints 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 good.

## 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 methods of linking the details of the future learning of children under three to the planned programme of activities
- improve the access for parents to the policies and procedures of the setting and increase the opportunities for parents to share information about their children.

### 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 the children's next steps for learning are clearly identified and review the methods for recording and linking this information to the future planned activities; improve the recording of extensions to the continuous provision and ensure resources are available to support all areas of learning
- develop a system for monitoring and evaluating the provision for nursery education.

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](http://www.ofsted.gov.uk)