

Wesley House

Inspection report for early years provision

Unique reference number EY307128
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Inspector Rachel Ayo

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Wesley House Private Day Nursery is one of eight nurseries run by First Class Childcare Limited. It has been operating as a nursery for 20 years although it was newly registered by the current providers in 2005. It operates from four rooms within a detached, extended Edwardian house in Idle which is in the Bradford district of West Yorkshire. The first floor, accessed by stairs, accommodates children under two years of age and children over two years of age are accommodated on the ground floor. Children have access to two secure outdoor play areas. The nursery is open each weekday from 07.45 to 17.45 all year round, except for one week during the Christmas period.

The nursery is registered on the Early Years Register and a maximum of 66 children may attend the setting at any one time. There are currently 96 children aged from birth to under five years on roll, some in part-time places. The setting supports children with learning difficulties or disabilities.

There are 20 members of staff, 12 of whom hold appropriate early years qualifications to at least NVQ level 2. There are four staff working towards gaining a qualification. The setting provides funded early education for three and four-year-olds and receives the support of their local authority and are members of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are effectively kept safe at all times and their confidence and sense of security is well fostered as a result of positive relationships with staff. Generally very successful partnership working with parents and in the wider context contributes to ensuring that the needs of all children are met very well and they get any additional support they need. Most aspects of children's welfare and learning are promoted well and the varied range of interesting indoor and outdoor play opportunities, supported by generally effective individual planning, means that children make good progress in their learning and development. Regular and effective self-evaluation, including partaking in external quality audits, means that priorities for the future are well-targeted in order to ensure the continual improvement of the provision and outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further support children's learning and development by linking starting points and next steps to the expectations of the early learning goals and by extending partnerships with other providers
- provide an environment rich in print in order to support children's literacy skills

- ensure that all rooms are maintained at an adequate temperature and review the sleeping arrangements for children under two years.

The leadership and management of the early years provision

Staff and parents are fully involved in the good self-evaluation of the setting. As part of continuous improvement staff development is highly encouraged and supported through the effective appraisal system in order for them to further enhance their knowledge and skills in caring for and educating children. For example, staff attended training in behaviour management in response to a recommendation raised at the last inspection. This has impacted greatly on outcomes for children as staff demonstrate very positive strategies and as a result children's behaviour is very good and their self-esteem is well fostered. The manager has an accurate view of the setting's strengths and areas for improvement. She explains how the re-organisation of the ground floor space has been a key improvement of the setting; children aged two to three years are now accommodated in their own room, which means that both their, and the pre-school children's care and learning needs are now more accurately identified and provided for.

Parents receive good quality information about the setting and detailed information is obtained for each child to demonstrate that staff fully recognise and treat them as unique individuals. On-going information about children's care and development is exchanged effectively through regular newsletters, daily sheets for babies, a wide array of displays and information, parent's evenings and the open key worker week. Parents are actively involved in the setting, for example, through their contributions to charity events, and discussion with parents reflects their high satisfaction in the setting and care of their children.

Children are effectively helped to stay safe because risk assessments are of very good quality in managing or eliminating risks. For example, excellent security systems, including CCTV, visitor's book and password system, protects children from unauthorised persons. The suitability of adults working with the children, including ensuring that they have appropriate experience and qualifications, is ensured because of thorough recruitment and vetting procedures and good induction procedures mean that staff are clear about their roles and responsibilities. Staff are motivated because they have strong leadership and good role modelling from the management team and innovative incentive schemes, such as the yearly achievement awards ceremony.

The quality and standards of the early years provision

A bright, inclusive and welcoming environment is provided overall, through displayed photographs of staff and a range of positive images reflecting diversity. Space and resources are generally organised effectively in order to meet children's needs and enable them to develop self-motivation as they make choices about their own play and learning. However, some rooms are not maintained at an adequate temperature and effective provision is not always made for sleeping

children on the first floor. Children are happy, very confident and well settled as a result of consistent routines, which they are clearly familiar with, and very good settling-in arrangements including effective key working. For example, very young children, extremely new to the setting, excitedly explore their environment and readily smile as they approach the visitors, showing extreme interest in the laptops.

Staff demonstrate a very good understanding of the learning and development requirements overall, which results in a broad and balanced curriculum. They undertake regular observations and liaise with parents in order to track children's progress and plan for their next steps although at present records lack some detail and links have not been established with other providers in order to promote continuity in children's learning. Children have good access to outdoors where they have first-hand contact with the weather, seasons and the natural world and have freedom to explore, use their senses and be physically active and exuberant. For example, they balance, climb, slide and confidently use wheeled toys as they negotiate space carefully to steer around objects or their peers. Staff explain that children recently enjoyed playing in the snow, building a snowman, and take part in planting and growing. Indoors, there is an exiting ball pool area and very young children carefully explore the soft blocks with support from staff who sit close by.

Children are highly sociable using language confidently in a range of ways, supported by good interaction and questioning by staff. They scream with excitement as they dress up in different costumes and chase each other around the room and readily talk to the inspector about brushing their teeth or the pet gerbils. Children gain a sense of well-being as they are encouraged to take responsibility and join in by helping with manageable tasks that interest them. For example, they delight in helping to tidy the beds away and even encourage the full involvement of the inspector in this. All age groups have access to ICT through well equipped areas, resources, and visits within the local community, for example, to the pet shop and activities such as watching an Indian wedding, develop their knowledge and understanding of the world around them. Staff model and implement good hygiene routines and effectively support children in learning about a healthy lifestyle, for example, through planned activities as part of the 'happy me, healthy body' week. Children explore a broad range of media; toddlers clearly enjoy the body painting activity as they sit in their nappies using sponges and brushes to make a variety of marks. Books are readily available to all age groups, however, there is a lack of print in the environment to help the pre-school children to learn about words, for example, using names and labels.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.