

The Children's Place

Inspection report for early years provision

Unique reference number	303834
Inspection date	09/06/2009
Inspector	Carole, Jean Craven
Setting address	The Poplars, Free School Lane, Halifax, West Yorkshire, HX1 2YE
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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Children's Place Nursery has been registered since 1997. It is part of The Children's Place Nurseries Ltd which operates across West and North Yorkshire. The nursery operates from three playrooms in a large detached property, owned by Halifax Hospital Trust, on the outskirts of Halifax town centre, in West Yorkshire. The nursery serves parents employed by the Health Care Trust with some places open to the local community.

The nursery is registered to care for 59 children in the early years age group. There are currently 66 children from birth to 5 years on roll. Children attend for a variety of sessions. The setting currently supports children with special needs and children who speak English as an additional language. The nursery opens five days a week, all year round, from 07.00 until 18.00.

There are 15 members of staff who work with the children, 14 of these hold an appropriate childcare qualification. The setting receives support from an early years advisory teacher and the company's management group. They have the Investors in People award and have achieved the National Day Nurseries Association Quality Counts Award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress in their learning and development and their welfare is well promoted. They are happy, settled and confident in their surroundings. The staff have extremely good working relationships with parents and other professionals in the area and recognise the uniqueness of each child. Staff continuously reflect on their practice and recognise their strengths and weaknesses. Their process of self evaluation and continuous improvement is very effective.

What steps need to be taken to improve provision further?

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

- introduce more mathematical language into children's everyday play to support their understanding of problem solving, reasoning and numeracy
- include examples of children's art work in their learning journeys to show progress

The leadership and management of the early years provision

The self evaluation of the setting is extensive and very effective. The qualified and experienced staff team are highly motivated in their continuous professional development and competent self assessment. Plans and strategies are in place for future improvement. These include the complete refurbishment of the outdoor play

areas and the nursery kitchen, the development of a library and music and movement area, involving parents more in their children's learning and introducing performance indicators for staff. There are also plans in place for staff training and the manager has been accepted on an Early Years foundation degree.

Parents and carers are provided with extremely comprehensive information about their children's welfare and learning in a pack issued to all new starters. They are offered three induction sessions for themselves and their child during which time the key member of staff discusses in detail with the parent the child's routine, individual needs and what they can expect from the nursery. They are consulted about different aspects of their child's care and development. For example, a parents forum was set up prior to the start of the recent refurbishment programme and parents views were listened to and acted upon. Parents are also invited to share their views with intake and exit questionnaires, they receive regular newsletters and attend bi-annual parents evenings. The setting has good links with other providers in the area, such as local schools, other nurseries and the Sure Start centre and regular liaison ensures continuity of care when children start school.

Effective systems are in place for the recruitment, selection and induction of staff and for the safeguarding of children. All staff have been trained in safeguarding children and are aware of their roles and responsibilities in reporting concerns. Systems have been tested and found to be robust. All required policies, procedures and records required for the safe and efficient management of the provision are well thought out, effective and kept up to date.

Children's welfare is protected by comprehensive risk assessments for all areas of the building, outdoor area and resources. They are carried out daily, monthly and annually and all are dated, signed and reviewed. Positive steps are taken to promote children's good health and well being. A full time cook is employed who provides healthy, well balanced nutritional meals and snacks. All meals and snacks are cooked daily from fresh ingredients and fruit and vegetables are plentiful. Older children are able to help themselves to fresh fruit throughout the day and drinks are readily available to all children.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals and their welfare is well provided for. They are very well supported, by an experienced staff group in a warm and welcoming environment, that contributes to their learning. The effective organisation of the play rooms enables children to move around freely and to self select from the wide range of good quality toys and resources. As a result, children are confident, excited and motivated to learn.

Children's learning journeys include photographs and evaluative observations which are used to plan effectively for each child. However, there are very few examples of children's art work so it is difficult to assess progress in this area. There is a successful balance of adult led and child initiated activities and the planning takes account of children's interests in order to provide challenging and

enjoyable experiences for them. They are provided with a wide variety of creative materials to freely express themselves. They help themselves to collage resources or use thick bright paint at the easels, experimenting with the paint as they add water directly to the picture. Children work together at the white board and draw pictures exclaiming 'we've drawn our mummies, look, they've got long legs'. Staff spend time continuously engaging children in conversation, extending the children's language skills and critical thinking. For example, children drawing pictures of their families are asked by staff 'what's missing?' and they work their way through various body parts.

Children are beginning to understand problem solving, reasoning and numeracy, in their day to day practice. A younger child spends time building a tower with blocks, as it gets higher he realises he can't reach the top, so stands on some of the blocks to reach. He then hands bricks to a taller child to put on top. He claps delightedly as the last brick goes on top and then counts them with a member of staff. Children are able to experiment with resources and a child turns a tap on and off at a low sink as she fills and empties a jug with water. However, staff should introduce more mathematical language into children's everyday play to support their understanding of problem solving, reasoning and numeracy. Children are learning about their own environment and the wider world. They go on regular visits to places of interest such as the local library and park and further a field to the zoo and a forest school. They are also learning about where their food comes from and are growing a variety of vegetables and herbs in the outdoor area. Children have good access to outdoor play and fresh air on a daily basis. They move around easily and negotiate space well on bicycles and pushing dolls in prams. They construct obstacle courses with balance beams and crates developing their gross motor skills.

The staff know the children well and effectively promote their self esteem through the use of praise and responsibility. The children keep their environment tidy by clearing away the resources when they have finished with them and are given stars on a 'wow' chart for being helpful. They help to set the table at lunch or wash paintbrushes. They are developing good self help and independence skills as they find and put on their own coats for outdoor play and children are able to wash their own hands at low level sinks helping themselves to paper towels. Children are well behaved and staff are very good role models, with high expectations of children's behaviour and good manners. Children build positive relationships, as they sit and chat to each other, and the staff, at the lunch or snack table.

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.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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