

Shibden Head Day Nursery

Inspection report for early years provision

Unique reference number	EY263028
Inspection date	18/05/2009
Inspector	Shaheen Matloob
Setting address	49 Halifax Road, Queensbury, Bradford, West Yorkshire, BD13 2DT
Telephone number	01274 818717
Email	
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).

Description of the setting

Shibden Head Day Nursery is a privately owned day nursery and a limited company. It was registered in June 2003 and operates from a converted school building. Children have access to an enclosed outdoor play area at the rear of the building. The nursery is situated in a residential area in Queensbury, Bradford. It is open each weekday from 07.00 to 18.30 all year round, apart from one week at Christmas and Bank holidays.

The nursery is registered on the Early Years Register. A maximum of 74 children may attend the nursery at any one time. There are currently 74 children aged from birth to under five years on roll, attending various sessions. The nursery currently supports a number of children with learning difficulties and bi-lingual families.

There are seven full-time and 12 part-time members of staff employed including three cover staff. The majority hold level 3 qualifications or above. One member of staff is working towards the Early Years Professional Status. The setting provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The motivated and ambitious manager has a very clear vision and focus for the setting. She is an excellent role model, who is respected by staff and parents and has successfully created an environment where everyone works together to make further improvements. Systems to evaluate the provision and activities are generally good. The setting works extremely well with parents, other settings and agencies to ensure that they get the support they need, and to secure progression and promote continuity of care and learning. Children's enjoyment in learning is reflected in the good progress they make. The setting has the ability to continue to improve standards and make progress based on what it has accomplished so far.

What steps need to be taken to improve provision further?

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

- develop activity evaluations to ensure that talented and gifted children continue to access a challenging and enjoyable programme of activities
- develop the self evaluation and quality improvement processess, extending the involvement of parents and children.

The leadership and management of the early years provision

The good leadership of the manager provides staff with clear direction and secures improvement. Staff share her vision and value her input in helping them to support their development and instigate change, resulting in a good learning environment

where children and staff can thrive. Since the last inspection the manager has made many improvements involving parents, staff and children using reflective practice. The skilled and knowledgeable staff have a clear commitment to continual professional development. Regular staff meetings and a successful training needs analysis ensures that they keep up to date with changes and learn new skills, using these to improve their practice. A clear and established routine and good implementation of their roles and responsibilities by staff, means that they work very well as a team and ensure the smooth running of the setting.

Partnerships with parents are collaborative and exemplary. Parents are heavily involved in the life of the setting. They receive high quality information about all aspects of the setting through an excellent brochure, regular newsletters and daily verbal communication. Consistent and inclusive systems of communication with all parents, including those with English as an additional language, result in an excellent partnership with, and engagement in the setting. Extensive information keeps parents informed of their children's achievements, progress and well-being. Parents are routinely involved in their children's learning and development. For example, they have opportunities to support their children's learning through baking activities and frequently contribute to their children's learning and development records. Staff value and respects the contributions parents make towards their children's learning and in return parents value the service. They comment that their children really enjoy coming to the setting and that they have noticed the marked improvements in their learning and development.

The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by staff and parents. All staff have a secure understanding of safeguarding issues and work together with parents and relevant agencies to protect their children. Clear vetting procedures ensure that all staff working with children are suitable to do so. Designated staff have completed a wide range of training and fully understand their responsibilities to safeguard children's welfare. Good systems are in place to identify if children are at risk, as well as procedures for liaison with appropriate agencies in the event of a concern being raised.

The setting actively promotes equality of opportunity and works with parents and other agencies to support and meet children's individual needs. All children and families are warmly welcomed into the setting. Their individuality is valued and appreciated and staff are proactive in tackling and challenging any prejudice and discrimination. Newsletters are also translated into community languages and positive images, welcome signs and symbols around the nursery give children and families a sense of belonging and of being valued. Children's understanding of diversity and difference is enhanced through a wide range of activities. They celebrate festivals and special events, visit places of worship and listen to music from other cultures. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

The quality and standards of the early years provision

The quality of children's learning and development towards the early learning goals is good. Staff have a secure understanding of the Early Years Foundation Stage learning and development and welfare requirements. A systematic and routine approach is used to observe children at play and these are used to inform planning for the next steps in children's learning and the most effective way to support them. Planning is of a good quality, based on accurate observation by each key worker for their key children. Careful consideration is given to ensuring that it is matched to the full range of children's needs, so that each child receives an enjoyable and challenging experience across the areas of learning. However, evaluations of planned activities are not developed to take into account the children who are gifted or talented. Where necessary, staff modify or provide additional equipment or materials so that all children can participate and are not excluded. Children are given support to participate in activities, first hand experiences and discussions. All children are listened to and their views respected.

Staff have excellent loving and caring relationships with children who form strong attachments with staff. Children enjoy looking at books and listening to stories. They point to objects and begin to learn about colour and shapes. Older children can recognise letters of their names and use effective self-registration systems. Some children are able to write their names with some or all letters formed accurately. They use number names in play. For example they explain whilst constructing a 3D replica of their house that the number is 33 and say 'that's a three and a three'. Children recognise numbers of personal significance such as birthdays and use weighing scales to identify numbers, for example 400 & 200 when measuring ingredients for play dough.

Children demonstrate a strong sense of security and understand the issues relating to safety. They are very confident and self assured in the setting including babies, who part from parents with ease and join in the activities. Children explain that they feel safe in the setting and that if they were worried they would tell their key worker. Children have an excellent understanding of dangers and demonstrate a mature understanding of how to stay safe. Fire safety is extremely effective. Children know that they must not re-enter the building and say for example, because 'you will get burned down'. They go on to say 'when the alarm goes and there is not a fire, then you just practice' and 'when there is a fire you have to run out of that door'. Children demonstrate an exceptional understanding and recognise the importance of good personal hygiene through established and well organised daily routines. They demonstrate how they can access tissues independently and that they must put them in the bin afterwards. Children consistently wash their hands before meals and after using the toilet, they explain why they must wash their hands and say that if 'you don't , you will get germs and they will make you poorly'. Photographs of children and colourful signs above the sinks show children the hand washing procedure step by step. All staff wear disposable aprons and gloves when changing nappies and anti bacterial gel used throughout the day, to sustain high levels of hygiene.

The setting has been involved in a detailed healthy eating project, which resulted

in a designated area dedicated to healthy eating. Meals are freshly prepared, appetising, varied and consist of the five basic food groups required daily. Menus are created seasonally, colour coded to show the food groups and children are involved in creating these. They say that 'if you like something then you have to say I like this can you make it again'. Older children have created their own place mats and serve themselves with food and water, making choices about their food. All staff sit and eat with the children including babies so that they represent positive role models and promote social interaction. All children have independent access to fresh drinking water and babies have individual beakers in a low level basket which they select independently throughout the day. Children have an excellent understanding of healthy eating and explain that 'too much sugar will make your teeth fall out'.

All staff understand the behaviour management policy and apply clear and consistent boundaries so that children develop knowledge of what is expected and display positive behaviour. Older children are rewarded for their good behaviour and can be 'monitor' for a day. They wear a special badge and take pride in their role, as they help with setting the table at lunch time, tidying up and feeding the guinea pigs. Children know the things that constitute being 'good' and explain that this means that they have to be 'really really good and tidy up really well' and that 'you have to be kind and share things and you have to give it to another people'. As a result, children demonstrate a good sense of responsibility for their behaviour and are consistently well behaved and polite.

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?	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?	1
How well are children helped to be healthy?	1
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

