

# Burmantofts Community Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY102829
<b>Inspection date</b>	31/03/2009
<b>Inspector</b>	Linda Filewood
<b>Setting address</b>	Rigton Drive, Leeds, LS9 7PY
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<b>Type of setting</b>	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**

Burmantofts Community Nursery has been registered since 2001 and is committee run. It operates from four playrooms. The nursery is in a single storey purpose built unit, situated in an inner city area of Leeds. It serves parents of the local area who are working or undergoing training.

The nursery is open each weekday from 08.00 to 18.00 all year round, except Bank Holidays. It is registered to care for 30 children in the Early Years Foundation Stage. There are currently 42 children on roll, some of whom attend part time. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age. It currently supports a number of children with learning difficulties and disabilities and a number of children who speak English as an additional language.

There are 12 permanent staff members, all of whom hold relevant childcare qualifications. The nursery receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Staff respect and value every child's family and home background, their cultures, communities and the important events in their lives exceptionally well. The setting has friendly relationships with parents and involves them well in helping to recognise and meet each child's needs, especially for additional support. Staff make observations of the children's activities and some record the next steps in their learning. However, they do not effectively use the information to plan activities in order to target children's development. The staff team use a good variety of reflective methods to self-evaluate the provision and constantly look at ways to maintain and develop their practice to benefit children.

## **What steps need to be taken to improve provision further?**

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

- ensure outdoor play equipment is thoroughly assessed to ensure children's safety is maintained
- continue to develop systems to observe and assess children's achievements, interests and learning styles and use these to identify learning priorities.

## **The leadership and management of the early years provision**

Vibrant displays document children's play and learning well and create a welcoming atmosphere for all families. The organisation of the provision is good; the indoor and outside space is laid out to maximise play opportunities for all

children. Quiet rest areas cater for younger children's sleep routines. The environment includes a wealth of play and learning resources that positively reflect the children's cultural and linguistic identity. For example, books, abundant posters and role-play equipment. Parents offer support in ensuring displays carry an accurate translation of scripts to support language awareness. Staff are highly motivated in developing their understanding of equality and diversity. They are proactive, particularly during the settling in period for new children, in building positive relationships with parents in order to gain an understanding of the individual child. Staff raise concerns, as and when they arise, with parents. They work closely with them and other professionals to provide appropriate and complimentary activities for children who need additional support or who also attend other settings.

The staff are reflective practitioners; they use staff meetings and seek the opinions of parents in evaluating the effectiveness of the provision. There is a clear commitment to improving the outcomes for children, such as, developing the outdoor play area or attending further training. Documentation, such as policies and procedures, are clear, comprehensive and effectively underpin the practice of the provision to promote the safety and welfare of the children. Records are confidentially maintained, whilst being easily accessible when required. Any concerns or complaints received are recorded and action taken to address the issues are identified clearly.

Staff work well together and are good role models. They show commitment to updating their knowledge and developing skills, which has a positive impact on the children. They understand their roles and responsibilities, especially towards safeguarding the children's welfare. Children play in a secure and safe environment, although the outdoor equipment is not fully free from potential risks. For example, some standing water remains in equipment after rain and the soft play surface is not large enough to protect children when playing on the climbing equipment.

## **The quality and standards of the early years provision**

The setting has excellent resources with positive images of diversity. The nursery celebrates different cultural festivals that have meaning to the children attending. For example, children enjoy celebrating the Japanese Flower Festival through craft activities, which staff skilfully adapt for children of different ages. All areas of the provision fully reflect children's home communities and the wider world so that children and their families feel they belong. Consequently, all children learn positive attitudes and respect for diversity and equality. There is good attention to the different learning needs of boys and girls. The careful balance of child-initiated and adult-led activities fully supports the children's interests so that they remain engaged, motivated and enjoy their play. Staff record observations of children at play but do not always use their knowledge of children's interests to help children make progress in their development towards the early learning goals. Most children appear to be progressing steadily across all six areas of learning but the planning and tracking of their progress does not effectively highlight areas for development in some children.

Children experience a range of age appropriate learning opportunities, both indoors and outside. For instance, younger children tip a tray containing sand and glitter and watch as it nearly falls out onto the mat in their playroom. Older children build sandcastles with wet sand outside and talk about filling their buckets to the top, carefully levelling them off before tipping them over. An enthusiastic, committed staff team respond well to children's questions, extending their language skills easily during play to skilfully support the children. Craft resources are carefully chosen, well organised and attractively presented so that children can decide independently how they want to represent their ideas. For instance, younger children discover that they need plenty of glue to stick collage materials onto their Easter card and thoroughly enjoy the experience. Older children experiment in mixing different coloured paint. Staff respond well to children's requests for an additional colour so that they can see if it changes again. Children work co-operatively and are sensitive to other's feelings. For example, an older child spontaneously and quickly apologises thinking they had inadvertently dropped paint onto a friend's shoe.

Staff encourage children to take some responsibility and older children are becoming increasingly self-sufficient as they offer to tidy up, for example. Posters support them in understanding about good health and hygiene and they take turns in carefully handing round the plates of food at lunchtime. Drawers of equipment have labels with pictures and written signs so that children can find the resources that they need and younger children can easily reach them. This promotes all children's independence and self-esteem. Children are confident; older children happily chat to visitors and each other about what they are doing. Staff working with the younger children respond well to their emerging communication skills. All children enjoy singing and older ones stop to join in the songs sung by the younger ones, as they pass them on the way to wash their hands before lunch.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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

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## **Annex B: the Childcare Register**

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

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