

The Children's Place

Inspection report for early years provision

Unique reference number EY252556
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Inspector Melissa Louise Patel

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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).

Description of the setting

The Children's Place Nursery opened in 2003. It is part of The Children's Place Nurseries Ltd, which operates across West and North Yorkshire. The nursery is situated in the grounds of Lynfield Mount Hospital in the Daisy Hill area of Bradford. The nursery predominately serves employees of Bradford National Health Service Trust, however there are a few places open to the general public depending on demand. The nursery operates from four playrooms within a single storey purpose built building. There is a fully enclosed area available for outside play.

The nursery is registered to care for 56 children, included on the Early Years Register. There are currently 82 children aged under five years on roll, of these, 36 children receive funding for nursery education. The nursery currently supports children with learning difficulties and/or disabilities and children using English as an additional language.

There are nineteen members of staff employed including the manager. Thirteen of the staff hold relevant childcare qualifications. In addition, one staff member holds a level 3 in management and the manager holds an Early Years Foundation Degree. Three staff are working towards a level 3 qualification and three to level 4. The nursery is open from Monday to Friday, from 07.00 until 19.00, throughout the year. The Children's Place Nursery are members of the National Day Nursery Association. They receive support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The provision promotes the Early Years Foundation Stage exceptionally, giving high regard to children's individual needs and inclusive practice. Children are safe and have excellent experiences that help them make very good progress with their learning. Activities are based on sound observations of children and incorporate their interests very well. Partnership working with parents and other early years professionals works highly effectively overall, supporting children's welfare and learning. Self-evaluation systems are excellent, ensuring there is a very strong focus for ongoing continuous improvement, promoting extremely positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend partnership working with other early years provisions where children attend, and further extend children's learning regarding staying safe.

The leadership and management of the early years provision

The provision is organised highly effectively, enabling children to investigate the environment indoors and outdoors and stay secure. For example, regular checks to the environment, include robust written risk assessments, keeping children healthy and safeguarded very well. Staff work as a team extremely well operating an effective key worker system. Staff receive excellent support to attend training, which helps the implementation of the Early Years Foundation Stage highly effectively. For example, all staff attend first aid and safeguarding training and many have attended training to support inclusive practice.

The systems in place to promote improvements for children works exceptionally well, taking account of parents and staff views, and children are asked their opinions on the nursery. Regular detailed evaluations of all areas of the provision identifies positive aspects and highlights planned areas to develop. The management and staff group recognises the importance of continually developing, demonstrating a very high level of commitment to improve the quality of the provision for children. For example, improvements regarding access to outdoor play ensures children can freely choose whether to play inside or outside. The equipment outdoors has improved extremely well creating exciting challenges for children to climb and balance and explore natural materials. Children's awareness of appropriate food etiquette has been raised well through staff supervising children more closely at meal times and by children having opportunities to eat certain foods according to different cultural styles. Diversity is supported superbly throughout the environment which is full of resources and images which are regularly updated, valuing children's individuality extremely positively. The setting takes part in different projects, to promote improvements for children, such as inclusion audits and they are part of a quality assurance scheme. In addition, the setting holds five stars from environmental health for health and hygiene procedures. The staff are also involved in raising funds for children's charities. All of these demonstrates an excellent commitment to continuously promote high standards for children.

The provision works very closely with parents, ensuring relevant information is shared verbally and in written form to support children's learning and welfare highly effectively. For example, parents have daily updates regarding the activities children do and foods they eat. Parents access regular news letters keeping them up-to-date with happenings within the setting. Parents views are sought through questionnaires to support the provisions evaluation systems. They have access to their child's individual learning and development files which they contribute to, promoting children's learning and inclusive practice exceptionally. Partnerships with other professionals works highly effectively overall to support children's individual needs. Strong links with other early years provisions where children attend are being forged very well overall, although not fully extended to all provisions yet. All of these systems promote partnership working, inclusion and support children's overall welfare in an excellent manner.

The quality and standards of the early years provision

Children receive excellent opportunities to aid their progression exceptionally across the areas of learning, because staff have a high level of understanding of how to help children learn through play. Staff's observation of children at play is ongoing. These observations are used very well to plan for children's next steps in learning, building on their individual interests. For example, babies who hold a book and babble are introduced to first word books. Children who enjoy imaginative play pretending they are fairies and witches are introduced to making potions, which involves mixing colours, incorporating size and measure. Children are highly involved in this activity and their enjoyment level is high, promoting their learning exceptionally. Young babies' emotional well-being is supported very well through comfort and reassurance from staff as they explore natural materials as they learn through their senses. Information from parents is used highly effectively to ensure children's individual routines are followed, and to support their learning.

Children are extremely motivated by an activity using foam outdoors. For example, they thoroughly enjoy shaking and squeezing it in their hands, supported by staff they develop thinking skills as they explain how it smells and what it feels like. Babies explore climbing in an out of boxes indoors, having great fun whilst developing physical skills supported very well by staff. Children are challenged extremely well outdoors as they climb and balance on the swinging tyre and jumping is encouraged using props. Children are very confident in this setting, they make choices about what they do and follow simple instructions. They develop self-care skills extremely well as they serve themselves dinner and feed themselves. Children's behaviour is managed highly effectively through praise and lots of choice. Excellent account is taken of children's well-being as they are asked questions regarding what they like and do not like about the nursery and how they know when they have done something well. All of these questions include children and help them explore their feelings superbly. Children are learning to stay safe well, such as through using resources to learn about road safety. However, examples are not always evident to extend these skills even further. High regard is given to children's health through regularly hand washing systems and projects to promote teeth cleaning. Staff follow strict hygiene routines for cleanliness and infection control. Free access to drinking water is very evident and is encouraged more in hot weather, supporting children's well-being very well. Foods are nutritious, balanced and take account of individual needs.

Children are cared for in a highly inclusive environment. For example, high regard is given to the individual needs of children whom attend the setting through resources and a variety of displays including the different languages that children speak. The children's diverse backgrounds are highly valued as children are encouraged to bring in photographs of their family which are displayed. These images help children learn and value differences positively. Children are learning very well about different communities as they celebrate a variety of festivals and go out into the local environment regularly. They have also been actively involved in a very exciting and interesting project that involves making links with different countries. For example, part of the activity involved a pack of information and toy

Kiwi being sent from New Zealand for children to open and explore. All of these activities are carefully planned and designed to help children develop their knowledge about the wider world and communities extremely well.

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?	1
How well does the provision promote inclusive practice?	1
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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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