

The Children's Place

Inspection report for early years provision

Unique reference number 311401
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Inspector Helen Blackburn

Setting address Dewsbury & District Hospital, Halifax Road, Dewsbury,
West Yorkshire, WF13 4HS
Telephone number 01924 512077
Email Dewsbury@childrens-place.co.uk
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 is one of seven nurseries managed by Children's Place Limited Company. It opened in 1991 and operates from a converted hall in the grounds of Dewsbury and District Hospital. The nursery is situated in a residential area on the outskirts of Dewsbury. There are shops, schools, parks and public transport links in the local area. The nursery is open each weekday from 07.00 to 18.00, all year round, except for bank holidays. Children attend from the local and wider catchment areas and the nursery primarily provides a service for the employees of the Mid-Yorkshire NHS Trust. The children are cared for in three rooms and they have access to an enclosed outdoor play area.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 51 children may attend the nursery at any one time. There are currently 69 children aged from birth to under five years on roll, attending either on a full-time or part-time basis. The nursery currently supports a number of children with learning difficulties and/or disabilities or with English as an additional language.

There are 14 early years practitioners and a cook employed at the nursery. Of these, 13 practitioners hold appropriate early years qualifications to at least NVQ Level 2, and of these, 11 hold qualifications to level 3 or above. One practitioner has achieved Early Years Professional Status. The setting provides funded early education for three- and four-year-olds. The nursery is a member of the National Day Nursery Association and has been recognised as Investors in People. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. High regard is given to practitioner's continual professional development and a well-qualified workforce cares for children. Comprehensive self-evaluation and monitoring systems ensure the setting is proactive in developing their service; this includes welcoming recommendations highlighted through the inspection process. The learning environment promotes children's learning, development and behaviour well and positively reflects the world in which children live. Relationships with children and parents are good and overall positive with others, settings and agencies. The children are happy and settled; practitioners effectively meet their individual needs. Therefore, children are enthusiastic, eager, and motivated learners.

What steps need to be taken to improve provision further?

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

- promote the good health of children at all times to help all children learn about the importance of good hygiene practices
- continue to develop the outdoor environment to promote all areas of learning
- continue to explore ways to encourage other settings to share information to

promote continuity and coherence in children's learning.

The leadership and management of the early years provision

There are comprehensive self-evaluation processes that monitor and evaluate children's care and education. This means practitioners are extremely proactive in identifying their strengths and take positive steps to bring about continual improvement. The self-evaluation processes are inclusive to all and practitioners, company directors, parents, children and external agencies all contribute their ideas. The practitioners have an excellent commitment to their own professional development. For example, they access a wide variety of training courses and many are working towards higher qualifications. They effectively use training to influence their practice, which promotes positive outcomes for children.

Improvements include addressing the recommendations made at the last inspection. For example, child protection policies have been updated. However, the outdoor area remains a focus for development because due to other refurbishments within the nursery the group has not made as much progress in this area as anticipated.

Partnerships with parents and some external agencies are good. For example, practitioners liaise effectively with external agencies regarding children with special educational needs, such as speech therapists and inclusion workers. Practitioners have devised development records to share with other settings children attend, to promote continuity in children's learning. However, despite proactively approaching all settings, practitioners have experienced that some have shown resistance in sharing information about children's progress and learning. Parents access a varied range of information regarding their child's welfare, learning and development; for example, newsletters, planning and daily diaries for younger children. Through accessing their child's progress records, parents evenings and regular discussions with practitioners, parents are able to share and exchange information about their child's progress, interests and achievements.

The arrangements for safeguarding children are good. Practitioners provide a safe environment for children to play through regular safety checks, supervision and through completing detailed risk assessments. All staff have accessed child protection training, resulting in them having a good understanding of what to do if they have concerns about a child's welfare. Through effective and comprehensive recruitment and vetting procedures, management ensures all adults are suitable to work with children. This includes carrying out systematic inductions and appraisals to monitor their ongoing suitability. Effective policies and procedures consistently implemented by practitioners promote all aspects of children's welfare and learning. This contributes to the efficient and effective day-to-day operation of the setting. In addition, to ensure policies and procedures reflect current legislation, they are regularly updated and reviewed.

The quality and standards of the early years provision

Children's welfare and well-being are promoted well. For example, illness, infection and hygiene is managed within the setting to minimise cross-infection and cross-contamination. Overall, children have a good understanding of health and personal care. The majority of the time they independently wash their hands throughout the day and they make healthy choices through accessing healthy nutritious meals and snacks. However, during the inspection, some children were not actively encouraged to wash their hands before lunch. The children thoroughly enjoy being active. They play outdoors, go on walks and access a varied range of resources, such as bikes, bats, balls and slides to promote their physical development. This contributes to encouraging children to lead a healthy lifestyle.

Practitioners have developed an effective key person system to ensure a consistent team cares for children, promoting continuity for children. They are organised and deployed well, which includes ensuring practitioners' qualifications, skills and experiences are evenly distributed throughout the setting. Practitioners have good relationships with the children; they know them well and they meet their needs effectively. The children are respectful of others and through positive role models and effective behaviour management strategies the children behave well. They cooperate with their peers, share and take turns and understand about right and wrong. In addition, the children celebrate the achievements of their friends. For example, children laugh, cheer and clap when babies skilfully negotiate the slide. The children respond positively to this praise, eagerly repeating the action. The children learn about the world and community they live in through walks, visits in the local community and by accessing resources that promote positive images of all people in society.

The children are enthusiastic and motivated learners and they enjoy their time at the setting. They eagerly play with a varied range of stimulating and interesting activities that cover all aspects of their learning. For example, younger children explore the dough and water with enthusiasm. Older children eagerly look at books and confidently re-tell the stories. Babies excitedly explore their environment, inquisitively looking at toys and smiling with pleasure as they crawl through the sand. Through good organisation of the resources, children make independent choices and decisions in their play. Children are an integral part of the planning process. Practitioners plan activities that support individual children's learning priorities through building on children's ideas and observations. Practitioners understand how children learn and develop, and they use their knowledge to ensure children make good progress towards the early learning goals. This includes interacting positively with the children and being actively involved in their play. In addition, through continually reflecting on their practice, they strive towards enhancing the opportunities they offer children.

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?	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

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