

Footprints Nursery @ Buttershaw Christian Family Centre

Inspection report for early years provision

Unique reference number EY276042
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Inspector Shazaad Arshad

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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

Footprints Nursery was registered in 1992 and operates as part of the Buttershaw Christian Family Centre in the Buttershaw area of Bradford, West Yorkshire. It operates from two play rooms in a purpose built property and serves the local community. The centre has three enclosed outdoor play areas. The nursery is committee run and provides full day care for up to 33 children under the age of eight years old. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The nursery is open Monday to Friday from 08.00 to 18.00, for 51 weeks of the year. There are currently 43 children on roll, of whom 29 are in the early years age range, of these, 21 receive the government funding for early education. The nursery caters for children who have English as an additional language.

The nursery is managed and led by the Early Years Coordinator. The nursery rooms are managed by a qualified manager who holds an appropriate National Vocational Qualification at level 3 in childcare. The nursery employs 14 members of staff, of whom 10 hold a recognised childcare qualification and a further two staff are working towards their level 3 qualification.

The nursery receives support from the local authority for training and advice.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The nursery has high ratios of mostly qualified staff and they provide an adequate key person system. Staff work well as a team and develop strong relationships with parents and families to ensure that individual needs are valued and respected. Staff provide children with positive levels of support and encouragement throughout the nursery. Overall, children are involved in purposeful play, where the activities and access to resources meets their learning needs. There are adequate systems in place to monitor and review practice to support continuous improvement. There are systems in place for collecting the views of staff, parents and preschool children are currently being developed further. In addition, the nursery have successfully completed all previous recommendations, to ensure further positive outcomes for children.

What steps need to be taken to improve provision further?

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

- build on the preschool children's identified next steps to further extend their learning.
- continue to develop the risk assessment arrangements to include details of timescales for review
- develop systems to assess children's achievements, interests and learning

styles and use these to engage children during large group times.

The leadership and management of the early years provision

The management team are very focused and committed to improving the services they provide at the children's centre. They ensure that staff are well supported through access to training and staff work well together as a team. Most staff have a full understanding of their roles and responsibilities to ensure children's well-being is fully supported. Regular training opportunities and thorough induction and appraisal systems means that staff are kept up to date with the new Early Years Foundation Stage framework. The management team ensures all the necessary written records, policies and procedures to inform their practice and to promote consistency are in place. The self-evaluation systems are currently being developed further to include the views of staff, parents and children. The setting have a positive approach to continued development and have completed all the previous recommendations. For example, the setting are continually developing resources and staff attend numerous childcare courses linked to developing the children's abilities.

Systems for safeguarding children are comprehensive. Recruitment and vetting processes helps to determine staff's suitability to work with children. Staff and management have a secure knowledge of child protection issues and the correct procedures to follow, should they have a concern about a child in their care. The setting also use higher staff to child ratios for outings. Risk assessments ensure a safe and secure environment is provided both indoors and outside. However, the systems for recording do not clearly show timescales for review.

Positive relationships are in place for working with parents. Two-way systems of communication, such as the diaries for younger children and development files for preschool children, helps both parents and staff to work closely together to support children's care and learning needs. Parents also complete questionnaires on the service and suggest improvements. For example, the setting have improved the lighting in the outside area and purchased more equipment for outside physical development. Key persons also meet regularly with parents to discuss and share children's ongoing progress and developmental records. The nursery works closely with other organisations to support individual families and the children, such as the health visitor and other professional community services.

The quality and standards of the early years provision

Children's welfare is promoted adequately throughout the nursery. Staff and children follow positive practices to promote positive outcomes, especially in their health and safety. Staff hygiene practices in the baby room for nappy changing, storage and heating of food and bottles is effective to help reduce the risk of the spread of infection. Children enjoy the freshly prepared meals provided by the nursery, that are nutritious and cater to individual dietary needs. The menus have been externally assessed as very good and the setting has received a five star rating for hygiene. Children engage in daily physical play and learn about safe

practices, which gives them positive messages about leading a healthy lifestyle.

All children develop strong and trusting relationships with the familiar staff, who interact positively and work effectively with parents. This means that children are secure and therefore making satisfactory progress in their learning. Younger children receive high levels of support and interaction from staff who are sensitive to their needs. Their individual routines are respected, which helps them to settle well and gives them a strong sense of belonging and increased confidence. Most of the preschool children show high levels of self-confidence, due to the positive relationships established with staff and the enabling environment, which allows them to explore and self-select independently from the wide range of resources.

Children's communication, language and literacy skills are adequately supported throughout the nursery. For example, the younger children are encouraged to develop an interest in books, as they use the accessible book area throughout the day. Preschool children use language confidently to negotiate and communicate with adults and their peers. Mark making is used well in a range of meaningful situations, such as in the role play area, where children make shopping lists. This promotes children's knowledge and confidence in recognising and using letters and sounds, especially to identify written words.

The younger children's learning is supported adequately through planning systems, which are based on some staff's observations to identify children's interests and the progress they are making. However, some planned activities are not always fully appropriate to the children's stage of development. For example, a planned creative activity requiring high levels of adult input limits children's learning opportunities. Preschool sessions focus on opportunities for children to initiate their own play and follow their own interests. Planning for preschool-aged children is sufficient in ensuring a broad range of activities are offered, covering the six areas of learning. Assessment arrangements means that key persons carry out observations, which identify the next steps in children's learning. However, on some occasions the profiles are not always used successfully to extend children's learning and development.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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