

Bobbins Childcare and Education Centre

Inspection report for early years provision

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| Unique reference number | EY379377 |
| Inspection date | 16/07/2009 |
| Inspector | Rasmik Parmar |
| Setting address | Newhall Park Primary School, Newhall Road, BRADFORD, West Yorkshire, BD4 6AF |
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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

Bobbins Childcare and Education Centre was registered in July 2008. It operates from a modern purpose built building in the grounds of Newhall Park Primary School, in the village of Bierley, Bradford. It serves the local district and the surrounding areas. It is part of the Sure Start BHT (Bierley, Holmewood and Tyersal) Children's Centres.

The setting is registered for a maximum of 60 children at any one time. The setting offers full day care and wrap around care, as well as out of school care. There are currently 61 children on roll, of whom three are on year 2 of the pilot scheme for pre-nursery group users (Pingus). The wrap around care is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The out of school care provides a before and after school club and is open each weekday from 08.00 to 08.45 and then from 15.15 to 18.00 during term times. A holiday scheme also operates during all school holidays from 08.00 to 18.00.

All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area as well as within the locality. The setting currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. The setting employs 20 members of staff. Of these, 17 hold appropriate early years qualifications and three are working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides effectively for all children who are making good progress in their learning and development. Practitioners support children well and fully promote their independent play through providing an enabling, child-centred environment. Partnerships with parents and carers ensures children's individual needs are met and an inclusive and welcoming environment is provided to all. The provision has a positive attitude to improvement and are fully aware of their key strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- consistently maintain children's development files throughout the setting.

The leadership and management of the early years provision

Practitioners have a secure knowledge and understanding of the Early Years Foundation Stage framework. They are focused in helping all children make good

progress in their learning and development and in promoting their welfare. Children's welfare is protected because recruitment and vetting procedures ensure practitioners are suitable to work with children. Effective systems, such as inductions and regular meetings ensure practitioners are clear on their roles and responsibilities. Consequently, they work well together as a team which has a positive impact on outcomes for children.

Children's health is fully protected as all practitioners have secure first aid knowledge as they have undertaken first aid courses. The setting is aware of its key strengths and areas for future development and processes are in place to assess the quality of the provision through external agencies. For example, external assessments of the childhood environment and staff practice take place and both management and practitioners apply feedback very positively. This has greatly impacted on children's well-being, learning and development.

Documentation required to ensure the safe and efficient management of the provision is highly effective and all records, policies and procedures are very well organised and informative. Arrangements for safeguarding children are robust. Risk assessments ensure the environment is safe and any potential hazards are identified and minimised and children's safety and well-being are protected. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Children's welfare is protected because staff have a secure knowledge of child protection. For example, an informative safeguarding policy is in place which details how children's welfare is protected.

Good use of space, resources and effective staff deployment ensures an environment that is safe and fully inclusive. As a result, children develop a strong sense of belonging as they feel included and welcomed into the setting. Children's individual needs are met because practitioners have developed positive relationships with parents, carers and others which ensures information is effectively exchanged. For example, notice boards, regular newsletters, a key person system and daily verbal communication ensures parents are fully informed about the setting and their children's progress and achievements. Also, parents' evenings are ways of ensuring parents are actively involved in their children's learning. The setting liaises with other early years providers to ensure continuity and to promote the integration of care and education. For example, highly effective links have been forged with the local school.

The quality and standards of the early years provision

Practitioners have a good knowledge and understanding of the learning and development requirements and effectively use the framework to plan activities which are adapted to suit the individual needs of children. They understand that every child is unique and work closely with parents to ensure children's individual needs are met. Practitioners closely monitor children's learning through regularly observing and assessing individual children to identify their progress and achievements over time. Children's portfolios show how children are progressing and this information is used to inform future planning. However, children's files are

not consistently maintained throughout the setting. Long, medium and short-term plans are informative and identify learning intentions for individual children. Consequently, children are motivated in their play and are making good progress towards the early learning goals.

Practitioners support children well and create an enabling, child-centred environment. Children's home languages and individual cultures are valued and respected. Adult-led and child-initiated activities are well balanced to encourage children to be active learners. Children's personal, social and emotional development is fostered with the environment organised to encourage children's independence and to develop their practical life skills. For example, they decide when they would like to have their snack or play outdoors. They confidently go to the toilet on their own or put on their own aprons for an art activity. Children have regular opportunities to express themselves creatively and to explore varied materials and media on a daily basis. For example, children enjoy the sensory experience of paint on their fingers when painting. They regularly experience music and use their imagination and listen and respond with enjoyment when looking at books and listening to stories. Children's physical development is well promoted with very good opportunities in the well equipped outdoor environment. Children develop confidence and understanding in problem solving, reasoning and numeracy. Concepts are reinforced through the daily routine and include a varied range of activities which involve numbers, shapes and patterns. For example, children explore concepts, such as quantities and volume when playing with water or sand.

Practitioners have a good understanding of the welfare requirements and effective steps are taken to safeguard and promote the welfare of children. They support children appropriately to minimise the risk of cross-infection and children are beginning to learn the importance of personal care routines to keep themselves healthy. For example, children are sensitively reminded to wash their hands before eating their snack. Children have opportunities to learn about healthy eating through discussion and planned activities. They know it is important to eat plenty of fruit and vegetables and they are provided with healthy food choices for lunch and snack time. The environment is safe and children are learning how to keep themselves and others safe. For example, children participate in fire drills and therefore learn how to stay safe in an emergency. Children behave well and consistent praise and encouragement from practitioners ensures children develop high levels of self-esteem. Children are respected and valued as individuals and in turn, are learning to respect each others' differences and to manage their own behaviour. Children are secure in their surroundings and feel confident in making choices. Practitioners are positive role models and reinforce sharing and respecting each others' feelings.

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

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| 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

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| 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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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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