

# Wyke Community & Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY377285

**Inspection date**

02/07/2009

**Inspector**

Rasmik Parmar

**Setting address**

Huddersfield Road, Wyke, Bradford, BD12 8AA

**Telephone number**

01274 414386

**Email**

scarletheights2003@yahoo.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).

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**

Wyke Community and Children's Centre was registered in 2008 and is run by a board of directors. It is located within a campus which includes the South Bradford Vocational Centre, in the Wyke area of Bradford, in West Yorkshire.

The Children's Centre has a Pre-School Nursery, Out of School and Holiday Club together with other facilities for training, health, information and welfare services.

The Pre-School Nursery is open 8.00 until 18.00 all year round. The Out of School Club is open from 15.00 until 18.00, during term time and Holiday Club is open from 08.00 until 18.00 all year round, with the exception of the Christmas break.

The Children's Centre is registered for 26 children on the Early Years Register and 35 children on the voluntary and compulsory parts of the Child Care Register. A maximum of 61 children may attend the setting at any one time. There are currently 41 children on roll at the Pre-School Nursery and no children on roll on the Early Years Register at the Out of School and Holiday Club. Children attend for a variety of sessions.

There are nine staff who all hold appropriate early years qualifications, of whom seven have a level 3 qualification and three including the manager have a level 4 qualification. The Pre-School Nursery provides funded early years education for three and four-year olds and currently supports children with learning difficulties. They receive regular support from an early years teacher.

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

Overall, the quality of the provision is good. Children are cared for in a stimulating and creative environment. The process for continuous improvement is very effective and fully supports outcomes for children's welfare, learning and development. Management and staff recognise the uniqueness of each child and are inclusive in their practice through well planned activities and child-initiated interests. Excellent systems are used to involve parents in children's learning.

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

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

- further develop the outdoor play area to provide well-planned experiences based on children's spontaneous play, both indoors and outdoors, to support children to learn with enjoyment and challenge.

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

The practitioners organise the nursery and daily routine well, so that children are provided with a variety of learning opportunities in a secure environment. A wide selection of photographs, posters, art work and displays around the walls gives children a sense of pride in their work. They have daily opportunities to play outside as an extension to their learning. Furthermore, the management have clearly identified as part of their own system for self-evaluation, that the outdoor play area needs to be improved so that a free-flow play experience is offered to children to spontaneously play both indoors and outdoors. Practitioners identify areas for development through regular meetings and annual appraisals. They take time to reflect on their practice as all parents and children are involved in the process. External assessments of the childhood environment and staff practice take place, and both management and practitioners have imbibed feedback positively and this has greatly impacted on children's well-being, learning and development.

Practitioners have a clear understanding of the implementation of the Early Years Foundation Stage (EYFS) framework, which is used very effectively to observe and assess children's achievements and development. Planning is driven by child-led activities and interests, which the key persons use to evaluate the next steps.

There is an excellent two-way process of sharing information between parents and practitioners as part of 'Parental Involvement in Children's Learning'. This system supports learning at home as it gives a context for discussion about learning through play and seeks ways parents can support them. For example, a parent had bought a particular resource for their child as part of identifying a 'schema' for their child. Practitioners record children at play with a video camera and transfer the footage onto DVD for parents to take home and share with the wider family for a very positive feedback. Partnership working extends into the local community and practitioners developing links with local providers and schools to ensure that children experience a smooth transition when they leave.

Children are safeguarded through the practitioners' clear understanding of child protection issues and a commitment to attend training, as well as the managements' commitment that all practitioners are fully informed of the child protection policies and procedures. A clear risk assessment for indoors and out-of-doors is part of a comprehensive set of policies and procedures, which are updated annually and implemented effectively in all areas.

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

Children flourish in the stimulating environment and make excellent progress in their learning and development. A varied, interesting and challenging range of play opportunities are provided for all children as they relish in the chance to take part in a wide range of activities.

Good support and interaction fully promotes children's enjoyment and achievement. Practitioners consistently engage with and stimulate children

throughout the day. When reading a story to children a practitioner enthusiastically and inspiring captures children's interest. Children are engrossed and join in with the story. Practitioners are good at asking questions in a way that encourages children to think and problem solve, without it interrupting the flow of their play.

Children demonstrate high levels of independence and confidence, which is well promoted. They are very confident and comfortable in the environment and in choosing what they play with. Children use their imagination very well. Practitioners developed one child's keen interest in the weather by making a weather chart and adding captions to describe the different types of seasons.

The relaxed styles of enabling children to initiate their own learning help them to rapidly learn and develop self-confidence. Practitioners place high expectations on children to ensure that their learning and development is fully promoted. Careful consideration is given to the range and presentation of resources to stimulate children's interest.

Children are very confident and independent and display good levels of interest as they become engrossed in different activities and concentrate. Children are developing very good relationships with practitioners and other children. They are actively encouraged to extend and initiate their own play when making collections, comparing sizes of natural materials, such as sticks and stones, exploring the capacity of water flow in streams, looking at patterns and solving problems. Children have opportunity to develop their skills in technology by using computers with a very good selection of interactive educational programmes that promotes their creative thinking. They use microphones to record their voices and regularly listen to music and rhymes.

Children are thoughtful, friendly and respectful. Practitioners are good role models and are skilful at posing questions in a calm and friendly manner, so that children think about how they can resolve an issue and consider the feelings of others. Children's self-esteem is successfully promoted by staff who provide consistent praise and encouragement.

Children are extremely well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which the cooks prepares from fresh ingredients. Alternatives are provided for children with dietary needs and those who do not want the planned meal. This ensures children are adequately nourished. Careful consideration is given to the nutritional balance of the meals across the day.

Children are confident and fluent speakers and make lots of relevant comments whilst they are playing. They confidently recognise the first letter of their own name and many other letters in the alphabet. Children make very good attempts at writing their own name with recognisable letters.

Children show high levels of curiosity in how things work and why things happen. For example, children are fascinated by playing in the woods in the natural environment, which is inclusive and all are encouraged and supported in both following own self-initiated learning and experiencing planned activities, such as

'building shelters' and 'woodland art'. Children are encouraged to persevere, share, talk about difficulties and conflicts, collaborate, and as a result their confidence grows. Children learn about how to keep themselves safe, such as crossing their hands onto their chest and looking up when a stray dog comes nearby in the woods.

## 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?	2
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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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