

Child's Play Neighbourhood Nursery

Inspection report for early years provision

Unique reference number 301939
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Inspector Shazaad Arshad

Setting address Leytop Family Centre, Allerton, Bradford, BD15 7PQ

Telephone number 01274 549264

Email

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

Child's Play Neighbourhood Nursery is a community nursery run by a management committee. It was registered in 1997 and operates from a building known as the family centre in a residential area of Allerton in Bradford. The nursery works in partnership with Allerton Children's Centre for which it provides day care and creches to the local community. Children are cared for in two rooms according to their ages and all have access to enclosed outdoor play areas. The nursery also runs an out of school club at Lower Grange Community Centre nearby. It is open each weekday from 07:30 to 18:00 hours, all year round, except for one week at Christmas and Bank Holidays. All children share access to a secure enclosed outdoor play area.

The setting is registered for 36 children. There are currently 70 children from six months to five years on roll. Of these, 29 children receive funding for early education. The nursery serves the local community and surrounding areas and children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and also able to support children who speak English as an additional language.

The nursery employs 20 staff, almost all hold relevant childcare qualifications. A qualified teacher is in post and Early Years Professional. The centre receives ongoing support from the local authority and are currently working on quality assurance schemes.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Appropriate action has been taken to address the issues from the last inspection. Children are happy, settled and secure in the welcoming environment, where they are all equally valued and included. An interesting range of activities help children develop in all the areas of learning. The staff have a good understanding of children's individual needs and are committed to continual improvement in the setting. This means children enjoy a beneficial experience of the Early Years Foundation Stage and make steady progress. The system for monitoring and evaluating the provision has recently started and, as a result, some areas for improvement are identified.

What steps need to be taken to improve provision further?

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

- continue to develop the planning systems to ensure children's individual needs and interests are fully promoted
- continue to develop the organisation and availability of resources to encourage children to freely access and choose resources
- continue to develop a system for reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality

of provision for all children.

The leadership and management of the early years provision

Management and staff work well as a team, they are deployed effectively and communicate well with one another. Management ensure staff have the relevant qualifications and that they are able to attend a variety of training. Staff have a sound understanding of safeguarding issues and the action to take to ensure children are protected from harm. Risk assessments of the setting help to keep children safe. A clear evacuation procedure is in place and is regularly practised with all the children. Records and documentation are appropriately maintained and contribute to the organisation of the setting.

The setting demonstrate a positive approach to continual improvement. Following the last inspection suitable progress has been made in addressing the recommendations raised. The setting has introduced towels for bathroom use and purchased suitable adult seating in the playrooms. In addition documentation on partnership with parents include details on children's progress. Robust systems for monitoring and evaluating the provision are not fully in place. However, the management share a strong commitment to improvement and are constantly reviewing their practice to enable them to make positive changes. For example, the setting have immediately put in place new sleep arrangements which enhance the quality of care to the children.

Partnerships with parents are progressing well. Parents are fully informed of their child's time at the setting. This is effectively achieved through access to the setting's policies and procedures and daily verbal exchanges with staff. Staff share ideas with parents about how they can support children's learning at home and they are encouraged to contribute towards children's learning journeys. Links have been established with other providers where children receive the EYFS, therefore, continuity and progression for children is ensured.

The quality and standards of the early years provision

Children are making sufficient progress in their learning, because they are supported by staff who have adequate knowledge of the early learning goals. Staff plan activities for the children in all the rooms within the nursery and are developing a knowledge of the Early Years Foundation Stage framework to enhance children's learning. They provide a good range of activities to ensure that generally children are appropriately challenged while they play. A good selection of resources are available to the children. However, some children were not seen to be freely accessing and choosing the activities they played with as staff set out the activities for them. The nursery is completing observation and assessment systems to link into the planning to ensure children's individual needs are met, and these are still being developed across the nursery. Children are confident in their surroundings, they are curious and ask questions. They are eager to participate in activities on offer and are developing their concentration skills. For example, they enjoyed rolling, pressing and cutting shapes from the play-dough and pretend they

were rolling the bread to make a circular shape like a chapatti bread. In the pre-school, children have opportunities to use a computer, they use the mouse with increasing confidence and skill. They engage easily in conversations with each other and in small and large groups.

Babies and younger children are supported well by the staff, they are given opportunities to explore textures, such as paint, wood, material and items in the treasure basket. Staff are caring towards their needs and talk to them, cuddle them and give reassurance if they are upset. All children are able to spend time looking at books on their own or with others, they clearly enjoy listening to stories and participate enthusiastically.

Children are making adequate progress in learning about health and hygiene, as appropriate routines are followed to promote children's ongoing health and well being. They display enthusiasm for physical activity both indoors and out, and benefit from frequent opportunities to play outdoors in the fresh air. Children benefit from the healthy and nutritious meals and snacks prepared for them, they enjoy fruit at snack time and are offered regular drinks. Children's behaviour is good, staff give the children lots of praise and encouragement. Older children share and take turns without being prompted by staff. Children's safety needs are well met. Staff are aware of safety issues and put in place measures to minimise risks, for example, emergency evacuation procedures are practised regularly with the children. Staff explain reasons for the safety rules to the children, such as, why not to throw the sand and not to run indoors in case they hurt themselves or others. This equips children with the understanding to keep themselves safe in the future. All areas of the nursery are used well for daily activities and children are able to move freely in their rooms throughout the day.

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?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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