

The Light of The World Community Centre

Inspection report for early years provision

Unique reference number	EY387721
Inspection date	05/08/2009
Inspector	Rasmik Parmar

Setting address	Gaythorne Road, West Bowling, Bradford, West Yorkshire, BD5 8AY
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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

The Light Of The World Community Nursery opened in 1998 and is run by a private company. It operates in The Light Of The World Community Centre, West Bowling, Bradford. Children are accommodated in two playrooms each with separate toilet facilities and cloak areas. There is access to a fully enclosed outdoor play area. The nursery is open each weekday from 07.30 to 17.30 for 51 weeks of the year.

An after school care club and a holiday play scheme also operates from a separate room in the Community Centre. The after school care club runs from 15.00 to 18.00 each weekday for children age four to eight years and the play scheme runs from 08.30 to 17.30 during school holidays.

The setting is registered for 72 children on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 72 children may attend the setting at any one time. There are currently 36 children on roll at the nursery and no children on roll on the early years register at the after school care club and holiday play scheme. Children attend for a variety of sessions. The setting is also registered on the voluntary part of the Childcare Register.

There are eight staff in the nursery, of whom seven hold appropriate early years qualifications. There are six staff in the after school care club, of whom three have appropriate play work qualifications.

The setting supports children who speak English as an additional language and have supported children with learning difficulties.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are cared for in an environment where practitioners recognise the uniqueness of each child and are inclusive in their practice through activities and resources which are linked to children's interests. The setting's capacity to maintain continuous improvement sufficiently supports outcomes for children's welfare, learning and development, resulting in children making satisfactory progress in the six areas of learning.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to increase their learning through regular planned experiences based on children's spontaneous play, both indoors and outdoors, to support children to learn with enjoyment and challenge
- extend child-initiated activities in order to further children's interests and use this as a platform to plan future activities
- consistently use children's development information to continue to identify the 'next step' in children's learning in order to plan children's progress

- towards the early learning goals
- extend children's learning at home with the parents as part of the process of working in partnership with parents for continuous learning both at the setting and at home.

The leadership and management of the early years provision

Practitioners have a limited understanding of the implementation of the Early Years Foundation Stage framework. They sufficiently observe children and make an assessment of their development in order to plan the 'next step' in children's learning. However, the child development files are in the early stages and are not consistently completed for all children. Therefore the information is not fully used to identify and address children's learning needs. Also, staff are not forthcoming with ideas to pick up cues from child-led activities in order to further their interest and use this as a platform to plan future activities.

Satisfactory partnerships are established with parents, ensuring children's individual needs are recognised and addressed. The settling-in period is well organised to accommodate the individual needs of both the children and parents. Information is gained from the parents before their child starts and all written consents are in place before a child starts. A good range of information is displayed for parents in the entrance to ensure they are kept up to date of any events and health issues. Parents are able to talk to practitioners about their child's development and have access to their child's development files at any time. However, practitioners are not forthcoming in extending children's learning at home with the parents as part of the process of working in partnership with parents for continuous learning both at the setting and at home.

Effective links are in place with local schools whereby children visit their prospective new schools and meet teachers to ensure the transition is a smooth and positive experience. The local schools have commented on how well children from this nursery achieve at school.

Children are safeguarded well due to the secure and effective policies and procedures in place. Practitioners have a secure knowledge of child protection issues. Procedures, such as recording visitors to the nursery and effective risk assessments for indoors, outdoors and outings ensure children's safety remains a priority at all times.

Management adequately evaluate the nursery and external assessments of the childhood environment and staff practice are used to improve the service. Practitioners identify areas for development through meetings and annual appraisals.

The quality and standards of the early years provision

Children play happily in the child-centred environment. They are relaxed, settled and readily approach the practitioners for attention. They are provided with a good

range of resources which are easily accessible, allowing them to self-select. Children are becoming independent in their learning as a result of the opportunities they have to explore for themselves. They show curiosity in the activities and are able to touch and feel creatures they have dug from the ground such as worms. Children grow their own cress, coriander and beans from seed.

Children demonstrate a good sense of belonging, they confidently go to their favourite area of play and take pride in their surroundings. Practitioners know children well and good relationships are established and maintained. Children are suitably behaved, they show care and concern for each other and readily share and take turns. Practitioners encourage children to talk about how they are feeling and why. They offer sensitive support and comfort if a child is feeling upset.

Children's physical skills are promoted satisfactorily as they participate in the daily physical activity sessions where they use a sufficient range of outdoor equipment, such as sit and ride cars and balls. However, a free-flow play experience is not offered to children to spontaneously play both indoors and outdoors as the current system only allows children to play outdoors for limited periods of time during the day.

Children's creative skills are suitably encouraged as they have opportunities to play with arts and crafts materials, building blocks and play dough. They enthusiastically participate in a range of role-play situations such as playing doctors and using instruments to measure the heart beat and blood pressure. Children readily count using everyday routines and practitioners provide a variety of different ways for children to use and recognise numbers such as using magnetic numbers on a board. Children independently access resources such as a computer and play with educational games to develop their skills.

Children learn about keeping themselves safe through gentle reminders from staff and from activities such as 'stranger danger' and 'traffic lights'. For example, one child asked 'are you a stranger?' Children are aware of sun safety as they put their hats on before playing outdoors and staff further promote their safety by ensuring they have sun lotion on.

Mealtimes are a sociable occasion where children and staff talk to one another as they eat freshly prepared, balanced meals. Snacks are healthy, including a variety of fruit, and foods from different cultures are eaten when celebrating local cultural festivals, as part of broadening children's knowledge of the wide world. Children are aware of health and hygiene routines such as washing their hands before snack and cleaning their teeth after lunch.

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?	2
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?	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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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