

# Woodroyd Children's Centre Plus (First Steps Nursery)

Inspection report for early years provision

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<b>Unique reference number</b>	EY335903
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Rasmik Parmar

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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Woodroyd Children's Centre Plus (First Steps Nursery) is run by Sure Start West Bowling. It is a well established nursery that was re-registered on new premises in 2007. The children's centre manager is responsible overall for the nursery provision. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year.

The purpose-built nursery is situated within a modern building incorporating the children's centre and the Primary Care Trust. Children are cared for in age appropriate groups, in four rooms, all with direct access to secure outdoor play. The nursery is also fully equipped to cater for children with severe and complex medical needs. This includes accessible toilet facilities, a treatment room and a multi sensory room. Close and supportive working relationships are well established with many other agencies, including the children's centre and many health professionals.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children may attend the nursery at any one time. There are currently 88 children aged birth to under five years on roll. The nursery has 12 children with special educational needs and disabilities and 64 children who speak English as an additional language.

Staff are extremely well qualified and experienced. The children's centre manager has a Masters degree in management and leadership. The nursery manager has a degree in early years and has attained the Early Years Professional Status. Three other staff have degrees in early years and one has a level 4 qualification. The majority of the staff hold a level 3 qualification.

The nursery receives additional support from an early years teacher and an early years practitioner to specifically support children with special educational needs and disabilities. They also have a children's centre teacher who works for 2.5 days per week to support all staff and children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The highly motivated and ambitious management structure have a very clear vision and focus for the setting. They are excellent role models, who are respected by staff and parents and have successfully created an environment where everyone works together to make further improvements. Systems to evaluate the provision are exceptional and the setting has the ability to continue to improve standards and make progress based on what it has accomplished so far. The setting works extremely well with parents, other settings and agencies to ensure that they receive the support they need, and to secure progression and promote continuity of care and learning. Children flourish in the stimulating environment and make excellent progress in their learning and development. Children with special educational needs and disabilities are fully supported in an environment that is extremely well equipped together with professional staff to meet specific

and individual needs. The needs of children who speak English as an additional language are also extremely well supported with staff who are fully able to meet their needs.

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

To further improve the high quality early years provision the registered person should consider:

- building on the work with foundation stage co-ordinators in local primary schools to more effectively plan for children's transitions into school.

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

The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by staff and parents. All staff have a secure understanding of safeguarding issues and work together with parents and relevant agencies to protect children. Clear vetting procedures ensure that all staff working with children are suitable to do so. Designated staff have completed a wide range of training and fully understand their responsibilities to safeguard children's welfare. Highly effective systems are in place to identify if children are at risk and staff are very vigilant and have actually identified and followed through concerns in a sensitive manner together with parents and relevant agencies to promote best outcomes for children.

The setting's leadership and management are passionate and committed to improving opportunities for children and really making a difference to the lives of children and families in the local area where they are situated. They are highly inspirational and have created a staff team who are absolutely committed to improving outcomes for children. All staff are highly qualified and experienced and involved in further training to enhance their knowledge in the childcare, thus benefiting children as they contribute new and fresh ideas to the setting. They radiate a passion to provide the best possible care for children. Valuable time away from children and staff meetings allow staff space to plan for individual children, using observations and child-led initiatives.

Highly successful planning and very careful observation and assessment of children's learning and development results in very positive outcomes for all children. Consequently, they are engaged and making excellent progress in their individual learning and development. Discussions with parents suggest that they highly value the care their children receive and are impressed with the progress that their children make. Parents feel involved in the setting and are able to share and contribute to children's developmental records as they wish. There is an excellent two-way process of sharing information between parents and staff to support children's learning at home as it gives a context for discussion about learning through play and seeks ways parents can support them. Many staff have

attended specific training and as a result use video evidence of children at play to show parents how children develop using schemas. Parents are presented with booklets about their children's learning and given copies of the video footage on DVD, which is evaluated. They are fully included during the whole process to discuss children's learning and development. For example, video footage was taken of a child eating at the nursery, who normally does not eat at home due to a behavioural cycle, to show parents. Partnership with schools that children move on to means that the transition process is smooth. Management expressed a desire to build on the work with foundation stage co-ordinators in local primary schools to more effectively plan for children's transitions into school.

An inclusive and welcoming service is provided by the setting, adults support children and provide an enabling learning environment. Signs, labelling, posters and photographs around the setting support children's understanding of the local community and wider world. For example, posters of the changing seasons, the natural world, and world maps. All children benefit from this fully inclusive environment with equal opportunities to make excellent progress in their learning and development. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging. Excellent systems to support children with special educational needs and disabilities and those who speak English as an additional language means that all children feel valued and their uniqueness is promoted. There is an early years teacher and an early years practitioner who work closely to support children with additional and complex needs. Highly effective individual education plans are in place and these are shared fully with parents.

## **The quality and standards of the early years provision and outcomes for children**

Children flourish in the stimulating environment and make excellent progress in their learning and development. A varied, interesting and challenging range of play opportunities and activities are provided for all children. Staff knowledge and understanding of the Early Years Foundation Stage is excellent and their organisation is meticulous and based on meeting the needs of each individual child within the setting. Innovative systems for observing and recording children's progress ensure that children's learning and development is fully promoted. As a result children's accomplishments are well within expectations.

Excellent support and high quality interaction fully promotes children's enjoyment and achievement. Staff across the nursery consistently engage with and stimulate children throughout the day. When reading a story to younger children a staff member enthusiastically and inspiringly portrays the story as children listen with anticipation. To further support learning staff have made books on various topics with actual pictures which children can relate to so as to maintain children's interest in reading. Staff are expert at asking questions in a way that encourages children to think and problem solve, without it interrupting the flow of their play. One member of staff asked children why carrots are good for your eyes and children responded that they help you see in the dark. Children show high levels of

curiosity in how things work and why things happen. Children have collected chrysalis's and watched them grow in to butterflies. Eventually all children were involved in a mass release of butterflies in the garden. Children have also dug out worms from the garden and made a wormery for display in within the playrooms. They have visited a local orchard where they have planted seeds and watched them grow into fruit and vegetables, which have been cooked and eaten.

Children of all ages are very confident and comfortable in the environment and in choosing what they play with. Children use their imagination exceptionally well. One child was thrilled and proud as he wore an outfit of his favourite character throughout the day. Staff have used children's interests to create activity areas for other characters so as to value their imaginative skills and further develop them. Children confidently recognise the first letter of their own name by using alphabet jigsaws and have opportunity to develop their skills in technology by playing with a very good selection of interactive educational programmes that promotes their creative thinking. Staff place consistently high expectations on children and careful consideration is given to the range and presentation of resources to stimulate children's interest. Staff are excellent 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 are prepared from fresh ingredients. Careful consideration is given to the nutritional balance of the meals and snacks across the day. Furthermore, breakfast sessions are extended so that children who arrive from home and are very hungry have opportunity to have extra portions so that they can have the energy to play and discover. Children develop very good habits such as brushing their teeth after lunch. They have their teeth treated with fluoride varnish every six months as part of maintaining their teeth. Children have a very good understanding of how to keep themselves safe as staff support them through discussions with them, through appropriate books and stories and by drawing their attention to posters around the nursery about road safety, not to talk to strangers and when visiting the orchard. They clearly feel safe and secure because they are at home and very relaxed within the setting, due to warm and purposeful interactions by the staff.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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