

Dradishaw House

Inspection report for early years provision

Unique reference number EY339820
Inspection date 21/01/2010
Inspector Dawn Bonica Brown

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Type of setting 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

Dradishaw House Nursery was registered in 2006. It is privately owned and operates from four rooms in a converted house in Silsden, near Keighley. The nursery is registered to care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting also has an out of school care and holiday play facility. All children have access to outdoor play.

A maximum of 64 children may attend at any one time and there are currently 117 children, aged from birth to under 11 years on roll. Of these, 56 are in the early years age group. The nursery is open each weekday from 7am to 6pm, for 51 weeks of the year.

The nursery employs 12 members of staff who work directly with the children. Of these, nine hold appropriate early years qualifications and three are working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The needs of all children are not routinely met because the setting does not recognise the uniqueness of each child, so that all individuals do not receive appropriate support and attention.

Most children make suitable progress in their learning and development. However, their welfare is not promoted in all aspects of their care. Partnerships in the wider context, such as establishing relationships with external agencies, are adequate and the setting demonstrates the capacity to improve. Their plans for the future are suitably targeted to bring about benefits to the provision and satisfactory outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that children do not leave the premises unsupervised (Safeguarding and Welfare) (also applies to both parts of the Childcare Register) 18/02/2010
- ensure that the daily record of the names of the children looked after on the premises accurately reflects their hours of attendance and the names of their key workers (Documentation). 18/02/2010

To improve the early years provision the registered person should:

- improve the knowledge and understanding of all staff in the setting to support children's learning through observation and assessment of their achievements and involve parents in contributing to them
- ensure that the needs of all children are met by improving the effectiveness of the key worker system in the pre-school
- improve the hygiene arrangements for sleeping children to ensure that the environment they sleep in is appropriate and supplied with clean bedding
- ensure that regular evacuation drills take place and that details are recorded in the fire log of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The steps taken by the setting to safeguard and promote the welfare of the children are inadequate. Entry to the premises are secure and visitors are monitored. Written risk assessments are in place and cover almost all areas. However, the setting has not risk assessed the newly created outdoor play area at the front of the building before allowing children to use it and it is not fully secure. This is a breach of the welfare requirements. Furthermore children do not practise emergency evacuations with sufficient regularity to help them understand the importance of leaving the premises quickly.

The records, policies and procedures required for the safe and efficient management of the setting are in place and very clear. There are well written policies which include useful information for parents about the exclusion periods for a range of contagious ailments. However, procedures are not followed with sufficient rigour to keep children safe, as the daily records of attendance do not consistently monitor children's attendance. This is a breach of the welfare requirements.

The management ensures that all staff are suitably qualified to enable them to care for children and the setting retains sufficient numbers of staff with relevant and up to date first aid certificates. Senior staff in the nursery understand safeguarding and child protection issues. They retain the contact details for reporting concerns.

Managers demonstrate suitable ambition and a satisfactory capacity to make necessary improvements. The setting monitors and evaluates through regular quality checks and self-assessment. For example, all the recommendations arising from the last inspection have been addressed. Plans are in place to make improvements that will bring about further benefits to children, such as, extending the outdoor area to create a sensory garden and providing sleeping mats for the children. Plans are also in place to ensure that all staff undertake appropriate training to keep themselves abreast of new developments in childcare. Appropriate staff supervision and induction procedures encourage staff to assess their own development and to contribute towards the setting's self-assessment programme.

Resources are suitably organised in most areas of the setting. They are of appropriate quality and suitable to the ages and stages of the children cared for. For example, children attending the out of school care, who are in the early years age group, engage in role play with dolls and home play. They also enjoy dressing up and creative play. The books provided for them are suitable, however, play with sand and water is not currently provided in this area of the setting.

There are currently no children attending the setting with special educational needs and/or disabilities, but the setting does understand how to promote inclusive practice. There is a special educational needs coordinator in post and the inclusion policy follows the Code of Practice. Staff describe suitable procedures for working with the local authority to monitor any children who may be experiencing difficulties. The setting engages with other providers of education and care, such as schools and childminders, to promote children's learning.

Suitable partnerships have been established with parents. They express positive opinions of the setting and describe appropriate settling in procedures for young babies and toddlers. Parents feel they are well informed about their children's activities. They receive photographs of their children at play, read regular newsletters and look at the written daily diaries of children attending in the baby room and the toddler room. Parents are complimentary about the staff and feel confident in leaving their children in the setting. However, some parents of children in the pre-school room do not receive information about the topics that their children are engaged in and are unaware of who their child's key worker is. As a consequence, there is insufficient exchange of information to ensure that all children's needs are met. Some parents of children in the pre-school have not seen their children's development profiles.

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

Adults in the setting provide suitable support for children's learning and development. The majority demonstrate an adequate knowledge of how children learn and some staff are very knowledgeable. The learning environment, both indoors and outdoors, helps children make satisfactory progress towards the early learning goals. Areas accessible to children are welcoming and inviting and resources are well organised in many areas. Children select toys for themselves that are suitable. Most children are offered enjoyable experiences and staff provide appropriately planned play.

Information from observation and assessment is used adequately in some areas of the setting to plan activities that are suitable to the needs and abilities of most of the children. For example, observations of babies identify the areas of learning and highlight their achievements. Staff talk knowledgeably about how they provide activities to meet individual needs. However, some staff do not analyse their observations to highlight children's achievements or their need for further support.

Staff manage children's behaviour well. They help children to understand

boundaries and to follow the rules of the setting, such as no pushing. Challenging behaviour is managed appropriately.

Children and staff have generally good relationships. However, children in the pre-school room do not always get the attention they need when they are upset because there is no secure key working system in place in that section of the nursery. Staff help children to follow basic hygiene principles, such as washing their hands before meals and in most areas of the setting, staff follow appropriate hygiene routines. For example, all the tables are cleaned between activities. The soft toys and bedding for babies and toddlers are clean and regularly washed, with individual bedding for sleeping children. However, children in the pre-school room do not have individual bedding and their sleeping arrangements are unhygienic.

Children are well fed. They make healthy choices about what they want to eat and lunch times are a social occasion, when children enjoy conversations with their friends. Some staff have lunch with the children, which provides a good role model.

Staff support children to develop positive attitudes to learning. Children are curious and involved in what is going on around them. They engage in a wide range of activities that keep them involved and promote their concentration skills. Those in the pre-school listen to stories attentively, work independently and eagerly select their chosen activities with their friends after group activities. Babies engage in a range of activities that are age appropriate and stimulate their curiosity. For example, staff recognise their understanding of 'object permanence' and provide opportunities for them to search for hidden objects in trays full of flour and sand.

The setting ensures that children engage in play across all areas of learning. Children in pre-school understand simple number concepts, learn to add and subtract using rhyming songs and solve simple problems through computer games. All the children learn about the diverse world they live in and are taken on short outings in the local community. They learn to understand and value the differences in people through resources that reflect positive images and activities, such as those based on world festivals.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 18/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 18/02/2010