

University of Bradford Nursery

Inspection report for early years provision

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Inspection date	08/06/2010
Inspector	Jane Elizabeth O'Callaghan

Setting address	Laisteridge Lane, Bradford, West Yorkshire, BD7 1DP
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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

The University of Bradford Day Nursery opened in 1992. It operates from four rooms in two single story buildings, situated on the outskirts of Bradford. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is closed for two weeks at Christmas and on bank holidays.

A maximum of 77 children may attend the nursery at any one time, 69 of whom can be in the early years age range. There are currently 69 children aged from six months to five years on roll, who are within the early years age range. The nursery also offers care to eight older children and is registered on the voluntary and compulsory parts of the Childcare Register for the summer play scheme. Children attend from surrounding areas. The nursery supports children with additional needs and/or disabilities and those with English as an additional language.

The nursery employs 18 members of staff, all of whom hold appropriate early years qualifications, including the manager. Several staff members are working towards degrees and further qualifications. The nursery receives support from the local authority. It has achieved the awards for Investors in People and Investors in Children. It has also met the required standard for the Effective Early Learning quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and confident in the setting, as staff develop warm and caring relationships with them. They have easy access to well arranged playrooms in most areas of the provision. Children are able to make choices from a broad range of interesting and stimulating activities which meet their learning needs. Good partnerships with parents and outside agencies ensure that all children's needs are met. Staff promote an inclusive setting and are attentive to children's welfare. The staff team is managed effectively and staff implement all policies and procedures in an appropriate manner. The management team liaise with staff as they regularly evaluate their practice and prioritise aspects for further development.

What steps need to be taken to improve provision further?

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

- obtain more detailed information from parents about children's starting points and capabilities
- ensure children have more independent access to the wider range of resources available, to allow them to be more active, creative, inquisitive thinkers and learners, with particular reference to certain age groups

- ensure all children have regular access to outdoor play throughout the day.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff undertake child protection training and are fully conversant with their duty to protect children. They all read the safeguarding policy as part of their induction training and again when it is updated. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children. Detailed risk assessments have been undertaken and appropriate safety measures are in place to keep children safe and prevent unauthorised access to the nursery. A thorough appraisal process and regular opportunities for team meetings and training ensure that staff keep up-to-date with current procedures and translate these effectively into practice. All required policies and procedures, necessary for the safe and efficient running of the nursery, are in place and are regularly updated and reviewed. The management team regularly reflect on the service they provide and also use feedback from staff, parents and children to evaluate the quality of the nursery. They effectively identify areas for future development. The setting has also successfully addressed the recommendations that were raised at the last inspection.

The setting reflects and values diversity and children enjoy many positive visual images of differences through story books, toys and play figures. Children take part in a variety of cultural activities, helping them develop positive attitudes and an appreciation for differences in the community. Specific members of staff are responsible for ensuring that children learn and celebrate a good variety of festivals from the wider world. Resources are deployed well throughout most of the setting. However, some of the younger children have limited access to the toys and activities.

Partnerships with parents are good and valued by the provider. Parents are fully involved in their children's learning and development through effective regular communication. Parents are given daily diaries to keep them informed of their younger children's daily activities and progress. However, information regarding children's starting points are not always requested at the start of the placement to ensure staff are fully aware of where children are in their development. Parent's evenings and regular newsletters ensure they are kept informed of events. Activities are relevant to children's developmental needs as staff follow their individual play choices and interests. Children with additional needs and/or disabilities have their needs met by a regular two-way flow of information between the setting, parents and outside agencies.

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

Children show interest in the available resources and activities and demonstrate an increasing ability to concentrate. They develop close friendships as they play

together and gain self-confidence as they build relationships with other children and adults. A calm and busy atmosphere prevails as children explore, play and talk. Staff offer good support as children learn through their play, encouraging conversation and asking questions. As a result, children become active and creative learners, enjoying the freedom to move around and follow up their own interests. Older children especially enjoy the variety of creative activities on offer, learning different techniques as they play with the dough using rolling pins and cutters. They measure the water as they pour it into the dry sand. Four-year-old children are very keen to write their own names and also recognise the letters in them. They also show eagerness in copying staff and visitor's names and receive lots of praise as they achieve this. Younger children listen intently to the story at circle time and re-enact along with the staff, identifying the pink and red ice lollies that the children in the story are eating. Children are keen to share their weekend experiences with their friends; they tell them about being a bridesmaid at a wedding and that they wore a pretty dress, and other children tell of going swimming with their parents. Babies play in a tranquil environment where they access a good selection of toys that are placed on mats. All their activities are age appropriate; they shake the nursery-made bottles and watch the different colours move around. They also reach out for a variety of activity toys, where they press the buttons and turn the knobs. More able children complete number jigsaws and cleverly realise that when they get the numbers one and zero it makes the number 10. Two to three-year-old children make regular use of the outdoor area, where they crawl through tunnels, play with skipping ropes and outdoor musical instruments and climb over the fixed climbing equipment. However, not all children in the nursery benefit from opportunities to play outdoors. Children's profiles contain lots of their work and a good selection of photographs of them involved in a variety of activities. All areas and rooms within the nursery benefit from bright and cheerful displays of both the children's work and informative posters.

Children are cared for in a safe and healthy environment. They learn to adopt good hygiene practices, such as hand washing, and have access to drinking water throughout the day so that they avoid the risk of dehydration. Children are offered a variety of nutritious and healthy meals, including recipes from different cultures. Main meals are cooked off site and brought to the nursery. Snacks and breakfasts are prepared on site, offering children fruit, raw vegetables, toast and crumpets. More able children independently serve themselves their lunch and snacks at the sociable meal times. Staff are vigilant about ensuring safety precautions are in place so that the children can move freely, explore and investigate. They teach children about road safety and the emergency services. For example, children talk about the police service and make police helmets. Staff implement effective hygiene routines, such as keeping tables and floors clean and following nappy changing procedures conscientiously. Children learn good hygiene practices as they know to wash their hands before they eat, after using the bathroom and after playing outdoors or with messy crafts. The nursery has a written behaviour policy which is shared with staff and parents. Children are encouraged to take turns, to share and to consider the needs of others and follow the good example of 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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