

Bradley Early Years Centre

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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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*.

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Description of the setting

Bradley Early Years Centre is run by a voluntary management committee. It was registered in 2004. It is part of the Neighbourhood Nursery Initiative, working closely with Sure Start, to provide care for children whose parents may be retraining or going back into the workplace. The centre is situated within the grounds of Bradley Nursery School on Bradley Road East in Nelson, Lancashire and serves the Bradley and Whitefield communities. A maximum of 54 children aged from birth to five years may attend the centre at any one time. There are currently 55 children on roll. The centre provides funded early education for three and four year olds. The centre supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The centre is registered by Ofsted on the Early Years Register. The centre is open each weekday from 8am to 6pm for 51 weeks of the year. A lunch club facility is available to children attending the nursery school sessions. There are eight full and part-time staff who work directly with the children, of these, five are bi-lingual and all hold an appropriate level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The centre is safe and secure and children enjoy a broad range of stimulating and engaging activities which enable them to make good progress. This is a very inclusive setting and the needs of all children are met effectively including those with special educational needs and/or disabilities and those for whom English is an additional language. The effective key worker system ensures staff have an in-depth knowledge of each child and are able to respond to their needs quickly. The setting demonstrates a good capacity for sustained improvement.

What steps need to be taken to improve provision further?

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

- refine and embed the setting's systems for tracking children's progress and learning.

The effectiveness of leadership and management of the early years provision

The leadership and management of the centre effectively meet the learning and welfare needs of all children. The manager is supported effectively by a committed and enthusiastic staff and the drive to improve is good. Safeguarding procedures are fully in place and policies and procedures are regularly reviewed and modified. Thorough risk assessments are carried out both indoors and outdoors so that potential risks to children are managed effectively. Resources, time and space are managed well. Staff are suitably qualified and seek out ways to improve. Self-

evaluation is carried out thoroughly and collectively. Staff have a good knowledge of children's interests and progress and promote an inclusive environment for all. The introduction of a more systematic approach to recording progress is at an early stage.

Children love to attend the nursery and parents express support for its work. Relationships with parents are good. Information about children's interests and learning is regularly exchanged. An effective example of this is the 'Weekend Book' in which children and parents provide information about activities at home. Parents regularly meet staff both on a day by day informal level and through regular formal meetings. A particular strength is the setting's engagement with children and parents whose first language is not English. The setting is actively seeking ways to improve communications with parents further, for example, by the setting up of a parental suggestion box and a digital display screen in the setting's entrance.

Partnerships with other professionals, such as speech therapists, are used effectively to strengthen provision. The environment is attractive and contains numerous examples of the children's work and achievements. Links with the setting's host school are good and information about children's learning is shared. The staff of the centre work closely together to evaluate the effectiveness of their work and are fully committed to further improvement.

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

The centre provides a wide variety of indoor and outdoor activities. Children and babies settle well and develop a close relationship with staff. There is a separate room for babies. This is a secure and stimulating area managed by staff who are experienced and knowledgeable in catering for their welfare and development needs. Staff have a good knowledge of the six areas of learning. This is reflected in the good planning and delivery of activities. There is a good balance between child-initiated and adult-led activities. Therefore, learning and development is effective for babies and children and they make good progress. Observations are carried out and recorded, although the overview of individual progress is not fully clear. A more formal system for recording learning and development is currently being introduced to inform practice more effectively.

Children are supported very successfully by staff and confidently make their own choices and develop the ability to play and work independently. Children respect each other as individuals and also value the setting's diversity of ethnic and religious backgrounds. Staff are skilful in listening and talking to children so that learning is built around their interests. Children love to talk about what they have done, for example in 'Pirate Island' and learn social and interpersonal skills through their play with the empathy dolls. They learn how to discuss what they are doing and to answer questions. They have access to a wide range of books and mark making equipment which help to develop their language and communication skills. Simple number and problem solving skills are developed through a variety of games and activities, such as counting the numbers on cookies in the home area. Computer games also support early literacy and number skills and they show

developing skill as they complete simple programmes. Children's knowledge and understanding of the world is developed through a range of activities. They enjoy learning about the customs of different cultures and celebrate a variety of religious festivals.

Children have access to safe and secure play areas and have a good understanding of how to remain safe. The environment is clean and welcoming and children develop skills to ensure their own hygiene routines. Children enjoy the broad range of physical activities, such as games, dancing and role play. They enjoy craft activities, such as cookery and artwork. They learn how to keep healthy and appreciate the healthy snacks which they help to prepare. Behaviour is good because children know what is expected of them. Positive models of behaviour are promoted and children learn how to work and play together. By learning how to act in a responsible and considerate way, they learn skills which will help them as they move on to the next stage in their education.

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

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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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