

# Keighley Community Nursery

Inspection report for early years provision

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**Unique reference number** EY288392  
**Inspection date** 17/03/2010  
**Inspector** Ingrid Szczerban

**Setting address** Braithwaite Grove, Keighley, West Yorkshire, BD22 6JB

**Telephone number** 01535 665648

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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**

Keighley Community Nursery was registered in 2004. It is situated in the grounds of the Rainbow Children's Centre. The nursery is run by a voluntary management committee and is a non-profit making organisation. The nursery serves families from the Rainbow Children's Centre catchment area of Guardhouse and Braithwaite, and surrounding areas of Keighley, in West Yorkshire. The building is purpose-built and the children are divided into four playrooms according to their ages. Outdoor play areas are available for all children.

As a whole the provision is registered to care for a maximum of 76 children at any one time. The nursery is registered for a maximum of 50 children aged from birth to five years and there are currently 61 children on roll. The out-of-school club, operating in the main hall, is registered for a maximum of 26 children aged four to eight years. In this group there are currently four children in the early years age range. The provision supports children with special educational needs and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

There are 19 staff currently employed, of these, 11 are qualified to level 3. The others are working towards suitable childcare qualifications. There is also a manager and a deputy. The manager is supernumerary. Opening times are Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays and a week at Christmas. The setting receives support from an advisory teacher, and training and development from the local authority. They have completed the quality assurance scheme, Infant/Toddler Environment Rating Scale (ITERS), and the Early Childhood Environment Rating Scale (ECERS).

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

Overall the quality of the provision is good.

Good attention is given to meeting the learning and development needs of children predominantly. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are very much valued and respected as individuals. Partnerships with parents, carers and external agencies are effective. Robust systems are in place to promote the welfare needs of children. The provider assesses the provision well and accurately identifies most areas for improvement. A good capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

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

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

- further improve the children's development records to consistently identify their next steps for learning
- extend further the detail of information requested from parents before children start to identify their level of ability on entry to the setting.

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

The provider and staff demonstrate a very good understanding of their roles with regard to safeguarding children. For example, they know what to do if concerned about a child, and all staff are suitably vetted. The manager has devised an effective system whereby the continued suitability of staff is monitored at least each year. The majority of staff hold current first aid certificates and all staff have recently updated their training in safeguarding children. Risk assessments are robust and minimise potential risks to children inside and outdoors. Systems in place to keep children healthy are good. Staff wear appropriate protective clothing, such as disposable aprons, gloves and hats when changing nappies and when serving food. Children use paper towels, to prevent the risk of any cross infections. Staff are deployed well in the rooms to meet the needs of the children and the accommodation is organised effectively, supporting children's overall development and welfare. All required records, policies and procedures are adhered to in practice and reviewed regularly. For instance, the sickness policy is followed well. When a child becomes ill, the staff immediately contact the parent to collect them.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs, to help support their overall learning and development. The key person system is effectively implemented and staff have in-depth knowledge of the individual personalities and abilities of their group of children. The environment reflects users of the provision and a range of people in the wider world through positive images of diversity reflected in toys and displays. This helps all children feel welcome. The personal dietary needs of children are catered for and good support is given to children who speak English as an additional language. Children with complex health needs are given high priority, for example, staff undergo specialised training in order to confidently meet these needs. Children are independent. They select their own toys and equipment which are stored at their height, and all areas in the nursery display individual children's art work so that they feel valued and develop good self-esteem. The nursery recently completed an audit for inclusion with good results. They have acquired additional resources, such as three-wheeler scooters, so that younger children are able to take part more fully in outdoor activities.

There are good systems in place to evaluate the service offered. The recommendations following the last inspection have been addressed, resulting in improvements relating to welfare, parental information and inclusion. The Ofsted self-evaluation has been completed in detail with input from staff, parents, outside agencies and children. The manager and deputy work within the setting and monitor and support staff on a daily basis. The staff work together well as a team. Regular staff meetings are held, they receive annual appraisals and ongoing training is encouraged. The staff in each room meet every week to evaluate

children's responses to activities, their individual interests and to plan. Parents are requested to complete comments sheets, they talk to staff most days and are invited to parents evenings. The nursery invited a dietician to review the children's menus. Action was taken, the menus were reviewed and improved so that now all meals and snacks given to children are healthy, nutritious and balanced. The nursery has also secured a substantial grant for developing the outdoor play area. The nursery has sought and followed advice from the local authority to improve outcomes for children, such as, implementing the I CAN language development program which enables staff to extend the children's use of communication and promote good development in this area of learning.

Partnerships with parents and carers are good. There are effective systems in place to exchange information and extend children's learning at home. Daily discussions take place, child development records are freely available to parents, parents evenings are held and they receive regular newsletters. Staff also display planning on the wall and give parents the words to songs and nursery rhymes in line with current themes. There is a successful two-way exchange of information and staff act on parents' observations from home. For instance, a parent told staff their child has shown interest in the whisk and wooden spoons. Staff provided the child with these items at the nursery and were impressed with the high level of concentration shown by the child for most of the morning. Links with other settings delivering the Early Years Foundation Stage are well established to complement children's learning and share information.

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

Children make good progress in their learning and development. Generally good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and, on the whole, their next steps for progression. Relevant information is obtained from parents before children begin which helps the staff to follow children's home-routines and plan for their individual interests. So children settle well because the transition between home and nursery is made as seamless as possible. Staff do a baseline assessment of children's ability levels a month or so after admission, but they do not request information about this from parents before children begin so that the rate of progress can be more accurately defined. Plans of activities are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. For example, babies show great interest in ducks, which is developed by staff showing them books, singing songs, children painting ducks, learning the sounds ducks make and making a wall display to include ducks.

Children learn about their personal safety and how to remain safe as they play. For instance, they are reminded not run indoors as staff explain that they could trip and hurt themselves, and they regularly practise the fire drill. Healthy, balanced and nutritious food is given to children, and they eat with good appetites. The menus include foods from around the world, such as sweet and sour chicken and moussaka. Children know they must wash their hands before eating and after

using the toilet. The habit is well-formed so that children perform these actions automatically.

Good emphasis is put on children receiving fresh air and exercise outdoors and children play out whenever they wish, including the babies. They all have a range of opportunities to develop their physical skills as they push and pull equipment, climb, run, balance on planks or use wheeled toys. Their pleasure in being outdoors is enhanced by staff reading stories for them so they can move around unhindered and perform the appropriate actions to accompany the events related in a popular book. Staff read with infectious enthusiasm so that children become totally absorbed and excited in this activity and have great fun with their friends. Babies rest and sleep according to their individual needs so that they remain healthy.

Children from a variety of age groups and backgrounds respond happily in this environment which is well-organised, enabling them to be independent and develop skills for the future. For example, they make decisions about what to play with from well-stocked resources which are easily accessible. Babies are happy and confident in their relationships with staff. Their individual care needs, such as being cuddled for reassurance, are met well so they are emotionally secure. The children learn self-care skills, such as putting on their own coats, hats and gloves. They act as monitors to help with everyday tasks, for example, on a rota basis they help to serve lunch to their peers. So they learn to consider the needs of others and take responsibility. All children are well-behaved, learn how to take turns and learn to share with others. For instance, with staff support, three children take turns to push a train to each other.

Everyday situations are used to promote understanding of number. For instance in role play staff count with children saying 'you have two feet and two shoes'. Children are taught good table etiquette and they learn to wait until all children have been served before they begin to eat. Staff eat with the children to act as good role models for children as they see how to use cutlery correctly. Babies love to explore the properties of sand. They feel it with their hands and use spoons to fill up containers. They delight in watching the sand flow out again as they pour it back into the tray. So they begin to find out about the world around them, develop fine physical skills and extend their levels of concentration.

Children communicate well. They talk about what they are doing and are supported well by staff who extend their conversations. Story time and singing sessions are very popular with all ages. Babies are effective communicators. They use single words, gestures and facial expressions to convey their thoughts. They point to familiar objects and animals in books and make associated sounds, such as 'quack' for ducks. Children can listen, they know that print carries meaning and can identify their own names. They relate past events from memory and make predictions about what may happen next. So they build well on their communication, language and literacy skills.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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