

The Light of The World Community Centre

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Light Of The World Community Nursery opened in 1998 and is run by a private company. It operates in The Light Of The World Community Centre, West Bowling, Bradford. Children are accommodated in two playrooms each with separate toilet facilities and cloak areas. There is access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 5.30pm for 51 weeks of the year.

An after school care club and a holiday care scheme also operates from a separate room in the community centre. The after school care club runs from 2.30pm to 6pm each weekday for children age four to 13 years, and during school holidays the club opens from 8.30am to 5.30pm.

The setting is registered on the Early Years Register to care for a maximum number of 40 children in the nursery within the early years age group, and to care for a maximum of 32 children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for the out of school provision. A maximum of 72 children may attend the setting at any one time. There are currently 36 children on roll at the nursery and three children on roll in the early years age group in the after school care club. Children attend for a variety of sessions.

There are nine staff in the nursery, of whom seven hold appropriate early years qualifications. There are six staff in the after school care club, of whom three have appropriate playwork qualifications. The setting supports children who speak English as an additional language and the nursery has completed a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Sufficient attention is given to meeting the learning and development needs of children. Children take part in a range of activities and make steady progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. Partnerships with parents, carers and external agencies are satisfactory. Predominantly effective systems are in place to promote the welfare needs of children. The provider assesses the provision adequately and identifies areas for improvement. A satisfactory capacity to continuously drive improvement is demonstrated 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:

- display examples of children's free art work to increase their sense of

- belonging and feeling valued
- extend the range of resources to be freely available for the children in continuous provision, such as a variety of containers, bottles, sponges, corks, syphons, rakes, spades, buckets and moulds in the sand and water trays, and the cars, in order to increase children's decision-making ability and to help them express their creative ideas
- improve consistency in identifying the next steps for learning in all the children's development files, and develop a system to ensure that all six areas of learning are covered consistently
- ensure that all risk assessments are signed by the person who carried them out.

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded adequately. All staff are suitably vetted and there are suitable recruitment procedures to ensure that staff have appropriate experience, qualifications and skills. Adequate health and hygiene procedures are adhered to in practice. The premises are warm and clean. Staff wipe children's noses and wear gloves when changing nappies, in order to prevent any cross infections. The staff have a satisfactory understanding of child protection issues and the action to take should the need arise. A log is kept of any pre-existing injuries to children which have not occurred in the setting. Effective security arrangements prevent unauthorised entry and children are adequately supervised. Written risk assessments are implemented for the premises and for specific types of outings to keep children safe. However, the risk assessments are not always signed by the person who carried them out, which compromises children's safety. All necessary details of children are kept, and written consents from parents are obtained. The majority of staff have a current first aid certificate and an accurate, up-to-date register of attendance is completed.

There are satisfactory systems in place to evaluate the service offered and the Ofsted self-evaluation form has been completed. Staff meetings are held and ongoing training is encouraged. For instance, the manager has organised in-house training for all staff at the end of the month on 'inclusive practice'. In each room the staff meet briefly on a weekly basis to evaluate children's responses to activities, to note their individual interests, and to plan. Parents are requested to complete questionnaires and they talk to staff. As a result, everyone is involved in the evaluation of the service and areas for improvement are identified. For instance, parents requested longer opening hours and the manager took steps to extend the nursery day by half an hour. The nursery have sought advice from the local authority to improve outcomes for children. Such as, developing the play area outdoors for children. The manager is currently applying for the funding to accomplish this. The recommendations made at the last inspection have been partially implemented to make improvements. For example, the layout of the baby room has been improved so that the children can easily access toys and initiate play, and in the two to five-year-olds room there are low-level shelves and boxes for children to help themselves to. However, some of the basic play equipment, such as cars, sand and water play items, are not freely accessible, which limits

children's decision-making ability and their ability express creative ideas.

Inclusive practice is promoted by gathering important information from parents regarding children's individual needs, to help support their overall learning and development progress. 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. Children from different backgrounds and countries are welcomed, such as Latvia and Russia. Working together with the parents, staff learn some basic words in the children's home languages to help them settle in. Bilingual staff are employed who support families from Asian countries. Partnerships with parents and carers are satisfactory. Information about children's welfare and learning is shared through daily chats. The development files are available to parents and parents evenings are held. Partnerships with other early years settings where children attend, such as school, are adequate to complement and extend children's progress between the settings.

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

Children make steady progress in their learning and development. Generally satisfactory observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, and on the whole, but not consistently, their next steps for learning and progression across the six areas of learning. 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 satisfactorily because the transition between home and nursery is made as seamless as possible. Children take part in a range of activities which are both adult-led and child-initiated, and are supported by staff as they play.

Children learn about their personal safety and how to remain safe as they play. For instance, they are requested not to strike their hands with cars as staff explain that they could hurt themselves. Sufficiently 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 curries and pasta dishes. Children are reminded to wash their hands before eating and after using the toilet, and this routine is well established.

Children are happy and settled because a regular routine, based around their needs, is provided. They enter with confidence and are eager to play. They seek out their preferred activities and begin to make friendships with their peers. Children ask staff if they can play with the cars and these are immediately brought down from a box on the shelf. They feel safe and are at ease in their relationships with staff, who provide them with smiles and words of encouragement. The children are eager to help with tasks such as mixing paints, and they make decisions about the colours to be used. They learn to name colours and which colours to mix to make other colours, for instance, white and red to make pink. Children know how to sort and match, a vital mathematical skill. As they spot that a play figure has been put away in the wrong box, they remove it and successfully

return it to its correct location.

Regular routines for children ensure that they receive fresh air and exercise. In the outdoor play area they develop their balancing, climbing and coordination skills through using bikes, climbing frames, a see saw and balls. Children communicate well. They talk about what they are doing and are supported by staff who extend their conversations. Story time and singing sessions are very popular with all ages. The children relish the sounds and rhythms of music and move their bodies in time to the beat. Babies enjoy listening to the sounds they make by playing musical instruments, such as xylophones and harmonicas. The staff enthusiastically encourage the children to repeat these actions, to foster good listening skills and to boost their self-confidence.

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?	3
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?	3
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	3
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	3
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:	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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