

Meridian Nursery

Inspection report for early years provision

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Inspection date 16/06/2010
Inspector Ingrid Szczerban

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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

Meridian Nursery and crèche was registered in 2006. A summer play scheme also runs at the setting for two weeks during the summer holidays. The setting is run by the committee of a voluntary organisation and operates from two rooms in a purpose built property in the Manningham area of Bradford, West Yorkshire. An enclosed outdoor play area is available. The nursery offers sessional care for children from the mainly Asian local community and the crèche service is provided for parents attending courses run in the adjacent building.

The nursery is open during term time only and the crèche facility runs all year round. Opening times are each weekday from 9am to 12pm and from 1pm to 3.30pm. The setting is registered to care for a maximum of 26 children at any one time. There are currently 25 children on roll. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities. This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

Five members of staff work directly with the children, in addition there are students working in a voluntary capacity. All regular staff are qualified to level 2 or 3, and the manager is working towards the Early Years Professional Status. They receive support from the local authority and the Bradford Under Fives Association. The nursery takes part in quality assurance schemes on an ongoing basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are robust systems in place to promote the welfare needs of children. Predominantly good attention is given to meeting the learning and development needs of children. 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. Relationships with parents, carers and external agencies are strong. The provider assesses the provision well and accurately identifies 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:

- identify more clearly the next steps for children's individual learning in the plans of activities and in the evaluations
- further develop the information obtained from parents regarding their child's level of ability before starting.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a good understanding of their role with regard to safeguarding children. For example, they are trained in child protection, know what to do if concerned about a child and all staff are suitably vetted. Risk assessments are robust and minimise risks to children both indoors, outdoors and on outings. The children wear high visibility waist coats on outings so they can be more easily seen. Systems in place to keep children healthy are good, the rooms are clean and well maintained, children use separate towels to prevent the risk of cross-infection and high-protection cream is applied by staff to safeguard children from the harmful effects of the sun. Staff are suitably qualified and hold current first aid certificates. Staff are deployed well in the rooms and outdoors to meet the needs of the children, and the accommodation is organised most effectively, to support the children's overall development and welfare. Children can safely reach the toys and activities which are stored at their height. This promotes the children's independence and their ability to make decisions. All documentation to support children's welfare is kept, such as written parental consents, and all accidents, medication and the times of children's attendance, are recorded.

There are good systems in place to evaluate the service offered and make continuous improvements. The recommendations following the last inspection have been addressed. As a result the safety, welfare and the plans of activities for children, are improved. The Ofsted self-evaluation form is completed with the staff and parents, through questionnaires, being involved. Advice and guidance from the local early years department is sought and acted on. A number of quality assurance schemes are followed, such as the 'Every Child's a Talker' program which develops the way that staff interact with the children. Regular staff meetings are held and ongoing training is encouraged. The manager is currently working towards the Early Years Professional Status and other staff are enrolled to update their first aid certificates. Parents views are listened to and appropriate action is taken to implement their requests. For instance, they said that they would like more outings for their children, and so the weekly routine was adapted to include visits to the library and the park.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs, to help support their overall development. The environment reflects not only the backgrounds of the children who attend, but also 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, good support is given to children who speak English as an additional language and to those with special educational needs and/or disabilities. For instance, many staff are bilingual and speak to children and parents in their home language. The children are independent, they select their own toys and equipment, choose to be indoors or outdoors, and individual children's art work is displayed so that they feel valued and develop good self-esteem. Many features of continuous provision, such as mark-making, water play, construction, shape sorting games and books, are offered outdoors, which promotes the inclusion of children who respond more

positively in an outdoor environment.

Partnerships with parents and carers are good. Staff greet all the parents and children as they arrive with a warm welcome. There are effective systems in place to exchange information and extend children's learning at home. For example, daily chats and weekly meetings, between key-workers and parents take place. Staff arrange appointments to meet with parents on Thursday afternoons. The child development records are discussed and made freely available to parents, and the plans of activities are displayed. The staff work very effectively with other agencies, such as, a speech and language therapist, and an educational psychologist, in order to consistently promote the individual learning needs of children. Parents spoken with during the inspection visit, praise the staff for their sensitivity, their enthusiastic approach and, parents say, they are comfortable when talking to staff who listen to them and value their input.

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

Children make good progress in their learning and development. Accurate 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 their next steps for progression. However, the next steps for individual children are not entered into the weekly plans and evaluations to clearly link-in with future planning. Information about children's likes and dislikes are obtained from parents before children begin but there is no record of their level of ability at this stage. Children settle well in the nursery because the staff make home visits beforehand so the transition between home and nursery is made as seamless as possible. 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.

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. Healthy, balanced and nutritious snacks are given to children, they eat with enjoyment pieces of fresh pineapple, cucumber, melon and mango. 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 and children have free access to the outdoor play area. They engage in a range of activities to develop their physical skills, they push and pull equipment, hop and balance on foam squares, run around, and use wheeled toys and the climbing frame. So they increase their strength, muscle-control, stamina and learn what their bodies can do.

Children communicate well. They talk about what they are doing and are supported well by staff who extend their conversations. Story time is very popular with the children. They are totally absorbed as they listen to stories and they join in with gusto because they are read to with infectious enthusiasm by staff. So they develop good concentration, their ability to listen, memory skills, a love of books,

and extend their vocabulary, while having a great deal of fun with their friends. The children are well behaved and display good manners. They like to help adults with tasks, such as filling the water tray and handing out the bottles of milk. This raises their self-esteem and teaches them how to serve each other.

Children learn very well about the world around them. They learn about nature and where food comes from as they help to plant and tend the compact, but well-stocked garden. The children help to prepare dishes using some of the ingredients they grow, such as tomatoes, spinach, runner beans, lettuce, broad beans, potatoes, rhubarbs, blackberries, redcurrants, onions, garlic, and strawberries. Children learn about transport and about the emergency services. The staff arrange for visitors to the setting, and children are excited and fascinated to meet fire fighters in their uniforms and to climb on board the fire engine.

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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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