

The Children's Place

Inspection report for early years provision

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Inspector	Susan Rogers

Setting address	Barkerend Childrens Centre, 365 Barkerend Road, Bradford, West Yorkshire, BD3 8QX
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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 Children's Place has been open since 2004. The nursery is located within Sure Start Barkerend Children's Centre which is in the grounds of Byron School, in Bradford. The children's centre has been awarded 'Children's Centre Plus' status. The nursery is privately owned and is part of an organisation of seven nurseries within the Yorkshire region. The building is single storey and comprises of three playrooms with direct access to enclosed outdoor play areas and the use of a sensory room. Although at the time of the inspection the setting was being refurbished and had set up temporary accommodation in one playroom and the adjoining school.

Children have access to fully enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. A maximum of 61 children aged under eight years may attend the setting at any one time. The setting currently takes children from birth to under eight years. There are currently 150 children on roll, of these 150 are under eight years and of these all are within the early years age group. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs 16 childcare staff all of whom have relevant childcare qualifications. One member of staff has a level 7 qualification, two members of staff have level 5 qualifications and eight staff members are qualified to level 3. Five members of staff are qualified to level 2. An advisory teacher and special needs co-ordinator is also employed by the organisation. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle well due to the excellent individualised attention provided by staff. The highly successful partnerships with other agencies, teaching staff and the children's centre is a key strength of the setting and contributes extensively towards meeting children's individual needs and ensuring meaningful progression in their learning and development. The determined drive towards further improvement achieves positive results and is strongly underpinned by ongoing rigorous evaluation of the quality of service provided which involves the consultation of all stakeholders. The robust observation and assessment arrangements provide a record of children's progress and accurately identify subsequent steps for their progression.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- ensuring that children's registration records are regularly updated and maintained.

The effectiveness of leadership and management of the early years provision

There are effective safeguarding arrangements as staff have a good understanding of their responsibilities. The risk assessments reflect the changes that are in place during the refurbishment of the building and identify and minimise potential hazards. Staff are provided with excellent support in their role, resulting in a cohesive team where their skills and confidence are encouraged, enabling the successful promotion of children's learning. Documentation is very effective overall, although occasionally children's contractual details are not regularly updated. Policies are sound and reflect the high quality of service offered.

An in-depth and thorough evaluation of the effectiveness of the setting, is regularly updated, places high value on the input from stakeholders and with the considered action plan drives forward the innovative and ongoing improvements to the setting. The drive to promote improvement and increased facilities is very successful providing improved provision and resources for all children. Children who have special educational needs and/or disabilities receive excellent support from staff who work very well with other agencies to meet children's diverse needs ensuring children develop well in relation to their starting points.

The well resourced environment is used effectively to provide a wealth of stimulating learning opportunities. Children are offered a free flow play environment with well managed access to the outdoor area presenting further learning opportunities. The partnership with parents and carers has been carefully nurtured and supports children's development through regular exchanges of information. Innovative work with parents and carers ensures a collaborative approach to meeting children's individual needs through stimulating activities. The setting makes excellent progress in supporting children who speak English an additional language. Staff's high commitment towards the promotion of equality and diversity supports children's continuity of care particularly well.

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

Children are offered free flow play and well managed access to the outdoor area within the well resourced play environment. Children show high levels of confidence and share warm and friendly relationships with the staff and their peers. They have an excellent awareness of the needs of others and develop a sound understanding of safety issues. The highly effective key worker system provides children with individualised support and enables them to settle well when they first arrive at the setting.

Activities are based upon purposeful play with many innovative opportunities for exploration and discovery as children use the outdoor areas. There is a good balance of adult-led and child-initiated activities which result in excellent outcomes for children's overall development. Their individual profiles are established with records of observations and assessments, being used to inform further planning and inform the next steps in children's development. Effective questioning skills are used to encourage children's investigative skills, encouraging problem solving and innovative solutions to problems. All children are gently encouraged to develop their independence through helping to take care of their play environment and by helping to serve themselves at mealtimes. Their language skills develop well as they create imagined scenarios. Children who speak English as an additional language are given considerable support by staff who use well researched models of support and speak several languages. Children recognise the marks and shapes they make when playing with shaving foam and sand promoting their early literacy skills. Action songs are used at circle time to encourage children's appreciation of the purpose of number and rhyme, and all children contribute towards story time. They are encouraged to problem solve and use their numeracy skills as they build large structures with a variety of recycled materials extending their mathematical vocabulary so that they are able to describe the size, position and volume of structures.

There are many excellent opportunities for children to create images of their own choosing, using paint and tactile materials. They learn about the environment they live in, as they regularly visit a local community centre. They shop for food which they then prepare and cook. Children's physical development is supported very well as they skilfully negotiate climbing equipment, manoeuvre wheeled toys and manipulate tools as they experiment with sand and water play. Children are encouraged to learn the importance of basic personal hygiene throughout their daily routines. The content of children's diet is carefully monitored by both the nursery cook and a dietician ensuring that meals meet various dietary requirements, appeal to children and contain excellent nutritional benefits. Children learn about the benefits of healthy eating through explanations and they enjoy fresh fruit daily and drinking water which is available at all times.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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