



Wesley House

Inspection report for early years provision

Unique Reference Number	EY307128
Inspection date	29 November 2005
Inspector	Cynthia Walker
Setting Address	Wesley House, Cross Road, Idle, Bradford, West Yorkshire, BD10 9RU
Telephone number	01274 613614
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Registered person	First Class Child Care Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Wesley House Private Day Nursery was established in 1988. In 2005 it was registered to provide day care as part of the First Class Childcare Group family of nurseries. It is based in a detached, extended Edwardian house in the Idle area of Bradford. There are four main playrooms. The first floor has two baby rooms with an adjacent ball pool area and the ground floor has two rooms for children aged 2 to 5 years with an additional quiet room. There are two secure outdoor play areas.

The nursery is open five days a week from 07.45 until 17.45 all year round. They offer full day care for children aged 0 to 5 years old. Currently 100 children attend the nursery throughout the week and 16 children receive funding for nursery education. The nursery serves the local area and wider community and children attend for a variety of sessions. There are systems in place to support children with special needs.

There are 13 full time staff and 7 part time staff and a trainee who work with the children. Half the staff have a recognised early years qualification and six members of staff are working towards an appropriate early year's qualification. The nursery receives the support of the Local Authority and are members of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished and enjoy a good variety of nutritious meals which incorporate a broad selection of vegetables and reflect a variety of cultures. They enjoy healthy snacks which include a variety of fruit and children can access fresh drinking water at all times. Children's dietary needs are discussed with parents and appropriately recorded.

Children are developing a reasonable understanding of personal hygiene and are becoming increasingly independent around their personal care. Detailed information from parents on their children's daily routines is efficiently used to ensure they receive appropriate rest or sleep. Accident and medication procedures are effectively implemented and shared appropriately with parents; these are supported by detailed recording of individual children's health details. Younger children are developing their emotional well being through stable and effective relationships within the nursery.

Good use of the outdoor area is actively developing children's physical skills. Children move with control and co-ordination as they manoeuvre wheeled toys around the outdoor area. They skilfully balance on a range of different sized blocks and skilfully control scooters. Younger children have access to a ball pool area within the nursery and enjoy climbing the steps and confidently jump into the balls and negotiate the slide.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and secure environment. Although risk assessments have been completed these are not available within the nursery. Clear explanations on the use of goggles whilst participating in woodwork enables children to develop an understanding of how to keep themselves safe.

The environment is reasonably welcoming and suitably arranged to allow children to

move spontaneously and independently around all areas of play and learning.

Children are accessing a sufficient range of resources which are appropriate to their ages and stages of development. Resources are effectively arranged to allow children to make individual decisions about toys they are going to play with. Routine checks supported by regular cleaning programmes ensures children are accessing safe equipment.

Children's welfare is well promoted by the staff's secure understanding of child protection procedures which are in line with the local Area Child Protection Committee guidance.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making good progress because staff are developing a sound understanding of the needs of children under three. Children acquire new knowledge and skills as they join in a wide range of stimulating and well planned activities. For example, they make marks as they use intense concentration to carefully spread the paint and express great delight as they complete their painting. Children are encouraged and enthusiastically take responsibility for sweeping up the sand and begin to learn how to control the action of the brush. They show delight in exploring sensory experiences as they explore materials such as shaving foam, and young babies spread paint over a large piece of paper with sponges, brushes and parts of their bodies. Planning is directly linked to Birth to Three Framework and clear observations are completed on specific activities and linked to children's assessments. Although staff select resources and activities to develop all areas of children's learning the management of resources and activities in some areas is not effectively maintained.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make satisfactory progress because staff have a reasonable understanding of their needs and provide a suitable range of activities and experiences which includes adaptations for different levels of ability. Information is gathered from children's previous years in the nursery or informal assessments for new children to establish children's starting points. Assessment records are being completed; however, the children's next steps for learning are only informally identified and are not clearly linked to future planning. Staff are enthusiastic and use effective questioning in most areas to support children's learning. The organisation and presentation of some resources and areas, such as, the book corner, does not encourage children's active involvement in all aspects of learning.

Children have a positive attitude to learning and are interested in the appropriate range of activities provided. They have good communication skills and confidently use language to give explanations about their models and talk freely about family members at circle. Children reinforce their counting skills within activities as they

count how many bears are lined up on the table and extend this to estimating how many there would be left if one was taken away. They confidently recognise shapes which is effectively reinforced at circle time with some children recognising a pentagon. Children are able to construct using a variety of resources, for example, children skilfully use a hammer and nails to join pieces of wood together to make models. An interesting activity involving bathing babies allows children to show sensitivity to children younger than themselves and encourages them to talk about their own lives and experiences. Children enthusiastically play a variety of musical instruments which is skilfully turned into a marching band with children actively participating.

Most children relate appropriately to each other and work co-operatively at activities such as the train track. They share resources such as musical instruments and take turns at washing babies. Daily routines especially mealtimes enables children to confidently select their own food and develop their independence.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a positive attitude to others through the provision of a broad range of activities and resources. They have opportunity to learn about some aspects of their community through planned visits and activities. Staff actively work with parents to establish their children's individual needs and there are effective systems in place to support children with special needs.

The provision fosters children's spiritual, moral, social and cultural development appropriately.

Children behave reasonably well and they respond appropriately to the sensitive explanations from staff. Staff have realistic expectations of younger children which is helping them to understand the boundaries of behaviour within the setting. However, staff's knowledge and implementation of behaviour management is not consistent and behaviour routines are not established for the older and more challenging children.

The provider takes positive steps to ensure that parents are kept well informed about all the relevant policies and procedures.

Partnership with parents is good. Parents are actively welcomed into the nursery and receive effective information about the nursery through the detailed brochure pack, monthly newsletters and notice boards. Opportunities for parents to be involved and support their children's learning at home is shared in a monthly information sheet. Details of younger children's activities are displayed outside their rooms. Key workers give parents regular written children's progress reports which are supported by an annual parents evening for younger children, and three evenings for the pre-school children.

Organisation

The organisation is satisfactory.

Most legally required documentation which contributes to children's health, safety and well being is in place. This is supported by a detailed operational plan which includes policies and procedures which effectively work in practice. Although there is a detailed written staffing and recruitment procedures in place, the vetting system is still being reviewed. There is an appropriate complaints procedure; however a system to share the record of complaints with the parents is still being developed.

An efficient appraisal system which effectively links with a positive attitude to personal development enables staff to attend a variety of short courses to support the care and learning of children. Space within the nursery is reasonably well organised to support the play opportunities for children.

Leadership and management is satisfactory.

Staff have a reasonable understanding of their roles which is supported by regular staff meetings and room reviews; however, this does not ensure that consistency in some areas is maintained to improve outcomes for children. The nursery use regular feedback forms completed by parents to monitor the provision. Although the focused activities are evaluated there is only an informal evaluation of the overall planning to ensure all areas of learning have been achieved. The nursery liaise with advisors from the local authority to improve the quality of education they are providing.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not Applicable.

Complaints since the last inspection

There have been no complaints since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made by Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure a risk assessment of the premises is maintained within the nursery
- ensure the organisation of resources and activities to support younger children's play and learning is effectively maintained throughout the sessions
- develop systems to improve staff's knowledge and practice in relation to behaviour management
- review the complaints procedure to include a system for sharing complaints with the parents and review the procedures for vetting staff.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the presentation of resources and specific learning areas to encourage children's active involvement in all aspects of learning
- ensure information from children's assessment records is used to inform future planning and implement a system to evaluate planning to ensure all the stepping stones have been achieved.

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