



## **The Children's Place**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY252556
<b>Inspection date</b>	20 April 2006
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<b>Registered person</b>	The Childrens Place Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Children's Place Nursery opened in 2003. It is part of The Children's Place Nurseries Ltd. which operates across West and North Yorkshire. The nursery is situated in the grounds of Lynfield Mount Hospital in the Daisy Hill area of Bradford. The nursery predominately serves employees of Bradford NHS Trust, however there are a few places open to the general public depending on demand. The nursery operates from four playrooms within a single storey purpose built building. There is a

fully enclosed area available for outside play.

A maximum of 56 children may attend at any one time. There are currently 90 children aged from 0 to under 5 years on roll. Of these, 46 children receive funding for nursery education. The nursery currently supports children with special needs. There are currently no children using English as an additional language.

Eighteen members of staff are employed including the manager. Sixteen of the staff hold relevant childcare qualifications. The nursery is open from Monday to Friday, from 07.00 until 19.00, throughout the year.

The Children's Place Nursery receives support from the organisation's peripatetic teacher and they are members of the National Day Nursery Association. Support is also received from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The environment is clean and tidy and children receive excellent support to develop good personal hygiene routines. Children know that they wash hands after using the toilet because it "gets rid of the germs that can make you poorly". Staff know and understand very well how to protect children from the spread of infection. Babies have their hands washed before they eat and older children are reminded to cover their mouths when they cough. A clear sickness policy is effectively implemented to prevent the spread of any infections to children. Good arrangements are made and parental permissions are sought for administering required medication to children. The majority of staff hold current first aid certificates, enabling appropriate care to be given to children in case of an emergency. Children rest and sleep according to their individual needs so they remain healthy.

A healthy balanced diet is promoted to foster children's health and development. They are offered meals, drinks and snacks regularly throughout the day. Older children have free access to water coolers. Weekly menus are displayed and include a range of foods from around the world to widen children's experience and tastes. Children understand about foods that are good and bad for them, readily stating that fruit is good for you. Individual dietary needs are fully considered to promote children's well being; colour coded plates are provided to ensure the correct foods are given to individual children. Food intake is monitored and nappy changes are recorded and shared with parents to ensure that children remain healthy.

Children enjoy a range of activities that contribute to their good health. They have daily access to physical activities both indoors and outdoors, such as the use of bikes, hoops, balls, and bean bags. Babies are encouraged to develop their large physical skills. With enthusiastic support from staff, they learn to crawl through tunnels, support themselves to sit and are helped to learn how to walk.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children move around safely and freely in the well organised setting, where risks are identified and minimised by staff through good practices. Access to the provision is monitored meticulously to keep children safe. The main door is fitted with an intercom and camera for admitting parents and visitors, while staff use the number coded panel. Children leave at the end of sessions with a known adult in order to protect them. Staff fully comply with health and safety requirements to keep children safe on the premises and on outings. Children learn well about their own personal safety, for instance, they are encouraged to identify the potential consequences of standing on chairs or pulling others off bikes.

Children use a broad range of good quality, developmentally appropriate resources that foster all areas of their development. Toys and equipment are very well organised at child height into specific areas of learning within the rooms; encouraging children to make choices and promote their independence skills. Additional items are stored neatly in the storage room and are rotated to sustain children's interest. The lack of suitable adult seating in playrooms prevents staff from supporting some of the children's needs effectively without undue strain.

Staff have a very good understanding of child protection issues and the appropriate procedure to follow should the need arise, thereby prioritising children's welfare. There is a comprehensive child protection policy, the duty to report child protection concerns is made known to parents before admission and staff have attended relevant training.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Staff provide a very good range of activities and play opportunities to foster all areas of children's development. The Birth to three matters framework is used effectively to improve children's achievements in the under 3s playrooms. Planning and children's assessments are used effectively to extend learning. Children enthusiastically take part in a very good range of sensory and creative experiences, such as painting, singing, collage work, water, sand and malleable materials. This develops their senses as they use their creative skills to make sense of the world around them. Activities and resources in all the playrooms are age specific for children attending and these are all easily accessible, ensuring children have free choice, which promotes independence. The daily routine is varied and flexible, with times for children to have snacks, meals, activities indoors and outdoors, and time for rests. Younger children benefit highly from routines which are consistent with their experiences at home, promoting their feelings of security and ensuring continuity of care.

The interaction between staff and children is excellent, ensuring that warm trusting relationships are developed and that children are happy and settled. Staff spend most of their time playing with the children, giving lots of cuddles, using playful talk

and encouraging them to explore their environment. Babies delight in playing peek-a-boo and staff respond well to their gestures and sounds which promotes their communication skills. They are applauded with enthusiasm as they develop physical skills such as sitting and walking. Children aged 1 to 3 years develop good confidence and language skills as they enjoy impromptu stories and singing. They initiate their own play and explore their environment with excitement and interest.

#### Nursery Education.

The quality of teaching and learning are good. Key staff have good knowledge of the Curriculum guidance for the foundation stage and of how children learn effectively. They challenge children effectively by using good questioning to encourage the children to think and respond in their own words. Planning for the activities covers the six areas of learning, and the stepping stones, on which children are progressing and all areas are consistently covered. Children's assessment records contain observations of children's progress along the stepping stones, which are used to inform future planning.

Overall the children are making good progress in all areas of learning. A strength of the setting is the children's progress in their personal, social and emotional development. Children are very happy to attend the setting and enter the playroom confidently. They operate very independently within the nursery, seeing to their own personal hygiene and care. Children choose activities from the shelves, help staff tidy activities away, and take pleasure in buttering their own toast at breakfast and pouring their own drinks. Children have very good manners, they say please and thank-you and are considerate to one another as they share and take turns, for example, passing each other the butter to spread on their toast. Children are beginning to make good attachments to others in the group and have friends they like to be with.

Children are confident speakers, they question why things happen and what people are doing and confidently state their needs, likes and dislikes. More able children are beginning to develop emergent reading and writing skills as they are linking sounds to letters of the alphabet and use good pencil control to form recognisable letters, including writing their own names. Children use language for thinking extremely well. For example, taking turns in a small group, each child describes the features of an animal and the other children, among lots of excited laughter, have to guess what the animal is. Children are beginning to develop a good interest in numbers; they count well and more able children are beginning to solve simple mathematical calculations and count very well. They make comparisons in size using mathematical language such as bigger and smaller. Children recognise shapes of everyday objects such as round cups and square pieces of toast.

Children greatly enjoy looking at the world around them. They dig in the garden and plant and nurture growing flowers. Children delight in learning about animals, comparing the differences between domestic pets and wild animals. They create by experimenting with technology as they build car tracks and use construction sets. They also learn how to use simple equipment on the computer as they move the cursor with the mouse and change discs. Regular baking activities promote children's understanding of using tools for a specific purpose, such as wooden spoons and

weighing scales.

Children confidently explore a very good range of creative materials, such as paint, malleable materials, collage, sand, and water. They freely access materials to represent their feelings, thoughts and ideas. Staff effectively support them to extend learning. Children enjoy music and join in their favourite songs. They confidently take part in imaginative play and re-enact first hand experiences, such as washing the sit and ride cars with sponges in the outside play area. Children move freely with pleasure and confidence both indoors and outdoors. They are developing their physical skills as they run around, kick and throw balls and peddle bikes. However, there are limited opportunities for children to climb and jump outdoors which curtails their ability to practise and develop these skills.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual needs are met through a variety of means including information received from parents at the gradual induction of the child. Children with specific needs are very well supported. A good range of resources positively represent diversity in society and children celebrate a variety of festivals from around the world. This enables children to develop a positive attitude towards others and enables them to make connections between different parts of their lives. However, the diverse eating habits of children attending are not fully promoted and some older children struggle with good table etiquette, such as sitting down to eat and using cutlery.

The staff have a good awareness of positive behaviour management techniques to enhance children's well being. Children share, take turns and learn about the consequences of their behaviour on others. They show genuine concern for others and are well behaved. Lots of praise and encouragement was observed to be offered to children; boosting confidence and self esteem. Overall children's spiritual, moral, social and cultural development is fostered.

The quality of partnerships with parents and carers is good. Children are cared for according to parents' wishes, which promotes continuity of care and their well-being. There are very effective systems in place to ensure information is shared on a regular basis about the child's progress and daily activities, for example through daily chats and written feedback sheets. For funded children child development records are kept and are freely available to parents. Parents are also actively encouraged to extend learning at home; thereby promoting and enriching the child's development. Very good information is available for parents about the setting, including policies and procedures, which enhances the care provided for their children. In addition parents are invited to join the parent's forum and attend parent's evenings.

### **Organisation**

The organisation is good.

Space, resources and deployment of staff are used very effectively to meet the

needs of the children and enhance their well being. There are rigorous procedures in place to vet new staff ensuring that they are suitable to care for children and systems are in place to ensure that existing staff remain suitable. Adult-child ratios are consistently maintained and staff are suitably qualified in early years.

Leadership and management within the setting is good. Staff are very well supported through regular staff meetings and a good appraisal system, and on-going training is encouraged. Further support is provided by an advisory teacher and a quality control person from the management team. The provider and the nursery manager constantly review and evaluate procedures, practices and resources. The management effectively delegate specific roles to staff wishing to extend their individual levels of responsibility, such as supporting children with special needs. They have a good awareness of the setting's strengths and have already addressed an identified area of weakness. There are generally good systems in place to monitor and improve the nursery education offered; however, all aspects of children's physical development are not fully addressed. Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

At the last inspection recommendations were made regarding plans of activities and records of progress for the children aged 2 to 3 years, and the resources for representing disability.

Improvements have been made for children aged 2 to 3 years. Plans for activities and development records are now used in line with the Birth to three framework, thereby ensuring that all areas of development are planned for, assessed and evaluated to promote children's progress. Children's awareness of disability has been raised through the provision of additional good quality resources depicting positive images of disability.

### **Complaints since the last inspection**

There are no complaints to report.

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 to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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

The quality and standards of the nursery education are good.

## 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):

- provide appropriate adult seating in the play rooms

### **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):

- extend physical development opportunities for children to climb and jump
- develop meal time routines to advance children's awareness and understanding of good table etiquette in both traditional and diverse cultures.

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