



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302068

DfES Number: 582388

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Helene Anne Terry

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	University of Bradford Day Nursery
Setting Address	Laisteridge Lane Bradford West Yorkshire BD7 1DP

REGISTERED PROVIDER DETAILS

Name	University of Bradford
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ORGANISATION DETAILS

Name	University of Bradford
Address	Laisteridge Lane Bradford West Yorkshire BD7 1DP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The University of Bradford Day Nursery opened in 1992. It operates from five playrooms in two single storey buildings on the Laisteridge Lane site of the University campus. The nursery serves children of staff and students of the University of Bradford; with a few places available to the general public.

There are currently 69 children from birth to four years on roll. This includes 22 funded three-year-olds. There are currently no funded-four year olds on roll. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The nursery opens five days a week throughout the year. Sessions are between 08:15 and 17:30.

There are twenty staff employed to care for the children. The majority of the staff have recognised early years qualifications to level 3 and above. The setting receives support from the local authority and has achieved the Investors in People Award. They are also working towards the Effective Early Learning Programme quality assurance scheme.

How good is the Day Care?

The University of Bradford Day Nursery provides good quality care and education for children. There are very good comprehensive policies and procedures in place which effectively underpin the running of the setting and contribute to staff being fully aware of their roles and responsibilities. Space and resources are used very effectively to meet the needs of the children. Staff work very well as a team and have a good commitment to developing the setting which is evidenced by the ongoing training and monitoring.

Health, safety and hygiene within the nursery is fully addressed, ensuring that the environment is a safe place in which children can play and learn. Staff are active in promoting health and hygiene within the playrooms through good procedures and

practices. Children's individual needs are very effectively addressed including those with special needs and staff have a good understanding of child protection issues.

A varied, flexible well planned routine is provided for the children, which includes activities indoors and outdoors. A very good range of activities in each of the age specific rooms are provided, these are age appropriate and follow the Birth to Three Matters framework and the Foundation Stage. There is an excellent range of resources available which cover all aspects of children's development, some of which represent positive images of diversity in society. The majority of the resources and equipment are at child height encouraging choice and promoting independence. Staff fully involve themselves in children's activities which helps to foster the very warm relationships apparent and impacts on the excellent behaviour of the children throughout the setting.

Partnership with parents are very good. Parents mostly have access to a wide range of information about the setting, both verbal and in written form and they are given the opportunity to regularly discuss the well being of their child with their key worker, thereby ensuring continuity of care.

What has improved since the last inspection?

not applicable

What is being done well?

- There are very good comprehensive policies, procedures and documentation in place which effectively underpins the running of the nursery and ensures the needs of the children are fully addressed.
- The range of activities and resources offered to the children in all the playrooms are excellent and cover all aspects of children's development. Staff effectively use the Birth to Three Matters framework and the Foundation guidance to plan for and promote children's learning.
- All aspects of safety, health and hygiene are fully considered ensuring that the environment is a safe place in which children can play and learn. Staff are active in promoting health and hygiene with the children through activities, and good practice.
- Relationships with parents are very good. Parents receive good information about their children. They are actively encouraged to become involved in nursery life and have they have access to their child's development records and key worker ensuring continuity of care is promoted.
- Staff develop very good relationships with the children and effectively address individual needs including special needs. Staff listen to the children and involve themselves in the activities. This impacts on the children's interest in the activities and promotes the excellent behaviour of the children which was observed.
- Staff promote equality of opportunity very effectively to meet the needs of the children attending. Children who attend come from a mix of very diverse

cultural backgrounds and their individual needs are fully considered. There is also a good range of resources which represent positive images of diversity in society ensuring that children are aware of and respect people's differences and similarities.

What needs to be improved?

- the procedures for informing parents about the settings policies and procedures including child protection.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Ensure that parents receive information about the settings policies and procedures including information about child protection issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The University of Bradford Nursery provides a high standard of care and education where children are making very good progress in all of the six areas of learning in the foundation stage.

Teaching is very good. Staff have sound knowledge and understanding of the foundation stage and this is reflected in their planning of the curriculum and the challenges set for the children taking into consideration their different ages and abilities. Children's assessments are clearly linked to the stepping stones working towards the early learning goals and are used to inform future planning. Staff confidently engage children effectively in conversation to support and extend learning. Staff have very good close relationships with the children which impacts on the children's willingness to learn and the excellent behaviour evident in the setting. The nursery provides very good resources to cover all areas of development. The areas of play are well organised and resources are all easily accessible to children ensuring self selection and encouraging independence. Children who speak English as an additional language are very well supported.

Leadership and management are very good. Staff are valued and well supported through a good training programme, staff meetings and regular appraisals, as a result staff display commitment and enthusiasm in their work. The manager continues to develop the role of monitoring and evaluating the effectiveness of the setting through a variety of sources and organisations.

Partnership with parents is very good. Parents are very well informed about the foundation stage and are fully involved in their child's learning. Information is displayed about projects and parents are encouraged to support and participate by extending learning at home. Parents have the opportunity to share their observations about their child at every opportunity with their key worker.

What is being done well?

- Staff develop warm and trusting relationships with the children and support them in a way that positively affects the attitudes to learning that they have.
- Partnerships with parents are very good. Good communication between staff and parents ensures they are fully informed about all aspects of the setting and the progress of their child. Parents are encouraged to take part in their child's learning and to support this process at home.
- Strong leadership and management provides and supports a shared commitment towards providing a high quality of care and learning. Very good monitoring and evaluation systems are in place and staff are valued, well supported and their motivation is of a high standard.

- The challenges set for the children are very good. Staff have high expectations of the children; they are aware of their differing abilities and effectively use conversation to encourage the children to think, question and respond in their own words.
- Staff provide very good opportunities for children to develop personal independence within the setting. Children wash and toilet themselves, serve their own food at mealtimes, set tables and choose resources freely. This positively impacts on the children's confidence and builds good self esteem.

What needs to be improved?

- the opportunities for children to use the large equipment to extend the development their large motor skills.

What has improved since the last inspection?

The nursery continues to provide a high standard of care and education as identified at the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and secure in their environment and join in activities eagerly. They interact well with adults and each other and are confident at forming relationships. Children's manners and social skills are very good. They display good behaviour, demonstrate an understanding of the rules and boundaries of the setting and show increasing levels of independence, for example choosing activities, setting tables and serving their own food.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings, sounds and ideas. More able children are learning to link sounds to letters of the alphabet, whilst the younger ones are beginning to distinguish between different sounds. Children's writing skills are developing well, some are forming recognisable letters and attempting to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from lots of opportunities to practice basic mathematical skills through well planned and everyday activities. Older children reliably count to ten and over, can count objects on a one to one correspondence and can recognise some numbers, shapes and colours. More able children use their knowledge to solve simple number and shape problems; such as completing complicated jigsaws using sequencing skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have many opportunities to explore and investigate, to observe patterns of change and how and why things work, such as planting and observing seeds grow. They learn how to select, join and fasten materials together. They are beginning to develop IT skills by learning how to operate simple equipment on the computer. Children learn and understand about their environment and develop a positive respect for the wider world, different lifestyles and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely indoors and outdoors. They develop good control and confidence when using equipment such as bats, balls, and wheeled toys. They use a wide range of tools indoors to develop their fine skills for example when using pencils, crayons, paint brushes, glue sticks, scissors and malleable materials. Children show an awareness of good health practices, such as foods which are good for them and of the need to wash their hands.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, shape, form and texture in two and three dimensions making models and paint and design collage. They practice real and imagined experiences in the role play area. They enjoy music, dancing and musical instruments and sing simple songs from memory. Children have many opportunities through a good range of materials to explore and express their ideas, thoughts and feelings.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- *there were no significant weaknesses to report, but consideration should be given to improving the following.*
- *The opportunities for children to use the large equipment to extend the development their large motor skills.*

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.