

# Dradishaw House

Inspection report for early years provision

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**Unique reference number** EY339820  
**Inspection date** 14/01/2011  
**Inspector** Wendy Fitton

**Setting address** 15 Dradishaw Road, Silsden, KEIGHLEY, West Yorkshire,  
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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

Dradishaw House Day Nursery is privately owned. The provision registered in 2006 and operates from premises on three levels to cater for children from birth up to eight years. It is situated in the Silsden area of Keighley in West Yorkshire.

The provision is registered for a maximum of 64 children on the Early Years Register and both parts of the Childcare Register. There are currently 104 children on roll, of whom 42 are in the early years age range. The nursery provides funded early education for three- and four-year-olds. The provision also provides care before and after school and during school holiday

The provision is open five days a week from 7am to 6pm. All children share access to secure outdoor play areas. The setting supports children with special educational needs and/or disabilities. There are a team of 13 staff, including the owner and the manager. Support staff are employed for site maintenance and cooking meals. Most staff hold a National Vocational Qualification at Level 3 and Nursery Nursing qualifications. The manager has an Early Years Professional Status qualification and is working towards her BA Honours degree in Childhood Studies.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and child-centred environment which is inclusive and reflects children's differing needs and family lifestyles. Children's individual needs are satisfactorily met through the planning of experiences and learning opportunities according to their interests. There are good partnerships established with both parents and carers, together with links to other providers and professionals to support children's development and learning. The system for evaluating the quality of the provision is satisfactory and is being developed in liaison with early years networks.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the systems for self-evaluation and the plans for the future to enhance the outcomes for children and the organisation
- continue to develop and enhance the system of planning, observation and assessment in order to meet individual children's learning needs to support their future steps as they progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Children are protected and safeguarded through the policies and procedures that are in place. Staff understand these policies and know their role and duty in keeping children safe from harm. They have undertaken recent training to update their knowledge. Staff are suitably vetted and cleared to work with children. They are experienced and qualified in supporting the learning and welfare of young children. There are risk assessments and health and safety procedures in place that ensure children's health and well-being are maintained. Partnerships with other professionals are evident as staff link with support teams for children with disabilities, the local feeder school and early years development and support networks. This enables them to fully support children's overall needs and their development. Children are grouped according to their ages and stages of development in separate areas with access to furniture, equipment and resources that are safe and suitable to support their needs.

The system for self-evaluation is ongoing in liaison with staff, parents and early years support and development teams. Staff and management have taken positive steps to improve and develop the nursery following their previous inspection. They have responded to previous actions and recommendations and are now meeting all requirements. For example, the outdoor area is now secure and safe for children, the arrangements for children sleeping and the provision of individual bedding is now enhanced. The arrival and departure records of attendance are in place, fire drills are practised and staff are working to the requirements for children's learning and development. Overall, this has had a positive impact on the outcomes for children.

Staff are positive in making changes and wishing to develop practice. For example, they plan to enhance play areas with new furniture and equipment to interest and challenge the children and support their free access and choice. Relationships with parents are good and help children to feel secure. Parents are welcomed into the nursery and are warmly greeted. They have access to a wealth of information about the organisation, through the notice boards and newsletters. Parents can see photographs of staff, identify their roles and responsibilities and relate to their key worker. Daily routines are displayed and parents can freely access their child's profile so they are aware of their progress. Parents are encouraged to be involved in commenting in the daily diaries and encouraged to feedback to staff through questionnaires about the service they receive.

The environment is inclusive, reflecting the local community and the families that attend. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and interests.

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

Staff have a satisfactory knowledge of the learning and development requirements. They support children's learning through some planned activities and experiences; with access to a range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning, with access to continuous provision throughout the day. There are some systems in place for observing and assessing the children as they progress towards the early learning goals. However, this is still developing as staff continue to work with the early years advisor teams to develop their practice. Staff aim to plan according to what children are interested in each week. They record daily spontaneous observations of the children and put these in the children's profiles. Children's own art work and some photographs are displayed in the profiles to show progression.

Children play cooperatively and friendships are evident, which enhance their social skills. They feel comfortable with the routines and rhythms of the sessions and are secure with their key person. Children develop their independence as they self-select toys, choose what they want to play with and help themselves to snacks. They count during the action and number rhymes and can relate to numbers on the displays and posters. They learn about mixing different colours and the changes in textures when water is added or as they watch the snow melt. Children develop their communication and language skills as they listen to instructions or stories. They are encouraged to speak in the group during circle time and discuss their news. They find their own name on their place mat and as they self-register on arrival. Children enjoy crafts and messy play and develop their creative and imaginative skills. They use the sensory area where they touch and feel different materials to extend their understanding. They 'act out' familiar situations in the role play corner using the activity kitchen, play foods and utensils. Children develop their physical skills while playing on the large equipment outside. In addition, they walk to and from school and to the parks to feed the ducks and use ride on toys. They learn about different families and lifestyles as they bring photographs to display of the special people in their lives. Children celebrate different festivals on the calendar. They make models, cards and objects to relate to different celebrations and themes from around the world.

Staff are committed to providing safe and suitable care for the children attending. They actively promote the children's knowledge and understanding of safety, healthy lifestyles and develop the children's skills for the future. Children learn about keeping safe as they make sure chairs are tucked away when they help with tidying up and are reminded about being careful when outside on the large equipment. Children feel safe and are confident and comfortable. They play happily and approach staff with confidence. Children are provided with a healthy balanced diet and learn about being healthy and active. They talk about needing lots of water to drink to stay hydrated. They are involved in food preparation and tasting days and children see lots of displays that show healthy foods to develop their understanding. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual

ages and stages of development and understanding. Staff follow the behaviour policy and praise children's efforts and achievements through the use of a star chart. Children are encouraged to be good listeners, best sharers and helpers. Children think about their behaviour and the consequences. Staff present as positive role models to the children and are sensitive in their approach.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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