

# Strong Close Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY355932
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	Kay Armstrong
<b>Setting address</b>	Strong Close Nursery School, Airedale Road, KEIGHLEY, West Yorkshire, BD21 4LW
<b>Telephone number</b>	01535 669833
<b>Email</b>	
<b>Type of setting</b>	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

Strong Close Day Nursery is run by the Pre-School Learning Alliance and has been registered since 2007. It is located approximately one mile from Keighley town centre. The nursery operates from three base rooms within Strong Close Nursery School and Children's Centre. Children also have access to three enclosed outdoor play areas. Children attend from the local and surrounding areas on a full and part-time basis. The nursery is open Monday to Friday from 7.30am until 5.30pm all year round, excluding bank holidays.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children from three months old to under eight may attend the setting at any one time, and of these, no more than 15 children may be under two years. Currently there are 84 children on roll and all are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 18 members of staff employed to care for the children, all of whom hold appropriate early years qualifications. Three members of staff, including the manager hold a degree in early years. The manager also holds Early Years Professional Status. In addition, 13 staff hold a National Vocational Qualification at level 3 and the remaining staff hold a relevant qualification at level 2. The nursery receives support from the local authority. Staff work closely with the early years teacher based in the children's centre. The nursery has successfully gained 'Reflecting on Quality' stage 1.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and thrive in this inclusive environment because staff have a good understanding of the Early Years Foundation Stage Framework. A good breadth of learning opportunities are provided by the staff, which successfully promote children's progress in most areas. Effective partnership with parents, carers, other professionals and early years providers ensure children's unique and individual needs are recognised and met. All the required records and documentation are in place and are generally maintained to a high standard. Effective systems are in place to monitor and evaluate the provision which demonstrates a strong capacity for continuous improvement and recognises key areas for further development, to promote positive outcomes for the children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of the names of children

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looked after on the premises and their hours of attendance is maintained accurately. (Documentation) (also applies to both parts of the Childcare Register)

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

- support children's independence further by enabling them to pour out their own drinks and serve their own food
- develop opportunities for children to use information and communication technology and programmable toys to support their learning.

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

Children are effectively safeguarded because staff have a good understanding of the child protection procedures. These are in line with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect. Robust policies and procedures, including safe recruiting methods, ensure that children are protected and well cared for. Detailed risk assessments ensure all potential hazards are minimised providing a safe environment for children. The vast majority of required records and documentation are fully in place and implemented effectively. Although a record of children's attendance is maintained, the requirement to ensure that an accurate record of children's hours of attendance has not been met.

Staff deployment is effective and children are continually supervised. Staff provide a relaxed environment where children make many choices about their play and learning. A wide range of suitable resources are used well to support children's development. Children benefit as positive partnerships with parents and carers, other professionals and providers of the Early Year Foundation Stage have been established. Regular communication and engagement contributes significantly to children's care, well-being, learning and inclusion. This is particularly true for children with special educational needs and/or disabilities and children who speak English as an additional language. Relevant information is gathered prior to children's admission to the group. This assists staff to recognise the uniqueness of each child. Equality and diversity are fostered well by staff who use a range of resources, displays and activities to expand children's understanding of the world around them.

The leadership and management of the setting are effective and have high expectations of all staff. The staff team work well together and effective systems are used rigorously to monitor and evaluate the provision. Areas for improvement to enhance children's learning and overall well-being have been identified and are appropriately targeted to provide realistic challenge. The recommendations from the previous inspection have been successfully implemented. Linked with on going staff training and development, this demonstrates a good commitment to continuous improvement.

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

Children make good progress in their learning; they are enthusiastic and inquisitive learners who thoroughly enjoy their time in the nursery. Staff make sensitive observations of the children's development and interests. They use the information gathered effectively to inform the planning of activities to further promote children's progress towards the early learning goals. Consequently, planning meets each child's individual needs, including those with special educational needs and/or disabilities and those who speak English as an additional language. Interesting learning environments are provided both indoors and outside for all the children. For example, children understand the importance of regular exercise and love playing outdoors; they have great fun as they explore this busy and exciting area. They develop good coordination and physical skills as they climb, ride bikes and push toys along, they enjoy digging in sand, splashing in water and painting.

Staff move in and out of play very effectively to support and challenge children in their learning. This results in children who are secure, confident and eager to participate in activities. The promotion of communication, language and literacy is a strength within this nursery. Staff listen carefully to children and respond positively to their early speech patterns. All staff ask children open ended questions and give them time to respond, which helps them to think and reason for themselves. Emerging skills in mark-making are fostered well. Children make patterns in sand with their fingers and refine their motor skills and dexterity as they draw with a variety of mark-making implements and manipulate dough. Children develop problem-solving, reasoning and numeracy skills as they complete jigsaws, build models with construction materials and begin to count. Such skills ensure they are well prepared for their future success. Children's understanding of information and communication technology is generally supported as they explore some replica equipment in the role play area. However, children's access to computers or programmable toys to support their learning is less well developed.

Children develop an understanding of the importance of a healthy lifestyle through activities and routines. They enjoy freshly prepared nutritious meals and snacks, which support their understanding of healthy choices. Children show good levels of independence, for example as they manage some of their own hygiene routines. However, they have few opportunities to practise self-help skills at meal and snack time as they do not pour out their own drinks or serve their own food. Children are well supported to behave in ways that are safe for themselves and others. They develop a good sense of personal safety as staff take time to explain to children the possible dangers and consequences of their actions.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 12/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 12/04/2011