

Birkenshaw Kindergarten Club

Inspection report for early years provision

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| Unique reference number | 509899 |
| Inspection date | 19/05/2011 |
| Inspector | Helene Terry |

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| Setting address | 38 Old Lane, Birkenshaw, Bradford, West Yorkshire, BD11 2JX |
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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

Birkenhead Kindergarten Club was registered in 1994. It is privately owned and operates from two playrooms in an extension to the rear of the proprietor's home. The setting is situated in Birkenhead on the outskirts of Bradford, West Yorkshire. It is open each weekday all year round from 7.45am to 6pm. All children have access to the outdoor play area. A maximum of 37 children may attend the setting at any one time, of whom no more than 37 may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 66 children aged from eight months to five years on roll. Of these, nine children receive funding for nursery education. The setting serves the local community and surrounding areas and supports children with special educational needs and/or disabilities. Children attend for a variety of sessions throughout the week.

The setting employs 13 staff who work with the children, 10 of whom have early years qualifications. They have a number of students and staff who are working towards higher qualifications. The setting receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a stimulating environment where children's welfare is effectively supported and promoted. Efficient procedures followed by staff ensure children are safeguarded very well. Children make good progress in their learning and development and enjoy their time at the setting. A positive approach to inclusion ensures children's individual needs are identified and taken into account. Partnerships with parents, other providers and agencies are purposeful. The setting demonstrates a strong commitment to continuous improvement through continually developing self-evaluation and monitoring systems.

What steps need to be taken to improve provision further?

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

- develop further the planning of the curriculum to support and extend specific areas of children's learning, for example, adult-initiated activities
- provide a rich and varied learning environment that includes opportunities for children to regularly access information and communication technology and select tools and techniques they need to shape, assemble and join materials.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff have attended training and they follow the good policies and procedures that are in place to help them protect children. Furthermore, robust recruitment procedures ensure adults are suitable to work with children. Risk assessments are very thorough and cover all aspects of the setting including outings to ensure risks to children are minimised. All the required documentation and records that underpin the setting are well maintained.

Good procedures ensure staff are fully aware of their role and responsibilities. A consistent staff base, together with a key person system, ensures continuity of care for children. Most staff hold appropriate qualifications and are all effectively deployed within the nursery to ensure children are well cared for. Staff have good access to training with some of them studying to achieve higher qualifications. They use space and resources generally well, ensuring children have room to move freely between activities. However, staff do not always make best use of the resources by having the full range accessible to children to extend all areas of their learning. For example, the computer is kept in the entrance area where children do not have free access and the resources for designing and making objects are kept on shelves out of reach of children. This affects staff's ability to create a positive and enabling environment for the children.

Equality and diversity is promoted well through the selection of books and resources, which children can readily access, as well as being introduced to festivals in a fun and practical way. Children, including those with special educational needs, are beginning to learn to communicate through 'signing' using the Makaton system in order to make themselves understood. As a result, these extended communication skills provide the opportunity for children to integrate with each other and staff, teaching the children to be inclusive.

The new management team, supported by the owners, effectively share their high ambitions for the nursery and successfully implement improvements to provide good quality care and education. Over the last year, they have made many improvements to the setting, which has included new plumbing, decorations, resources, updating policies and procedures and they have developed a new outdoor play area for the children. Management continually evaluate and monitor the provision using a variety of tools. Self-evaluation includes the views of parents, carers, children and staff. For example, children and parents were asked what they would like to see in the outdoor play area. Changes have been made to the setting owing to parents' comments, for example, a curriculum pack has been devised for parents and the car park is better lit. Staff also work alongside the local authority's advisors and they are keen to act on any recommendations identified to improve the facilities for children.

Children benefit from the good relationships established with parents to enhance continuity of care. Parents receive good information about the nursery, such as, an information booklet, policies and procedures and regular newsletters. There is also useful information for parents displayed on the walls throughout the nursery and

they can access the website. Parents comment on how pleased they are with the way staff are helping their children to achieve. They are confident in leaving their children in the nursery and appreciate the information they receive about their child's care and progress through regular chats and parents evenings. Parents are encouraged to add their comments to their child's development files and some share what their child achieves at home. The nursery has good strategies in place to liaise with external agencies to ensure children receive the level of support they need. Procedures are in place to forge working relationships with local schools in order to ease children's transitions onto the next stage of their learning journey.

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

Children participate in a range of activities and play opportunities, which promote their development across generally well across the areas of learning. They enjoy a good balance of self-chosen and adult-led opportunities, both indoors and outside. Staff support children's learning well, offering high levels of praise and encouragement, which boosts their confidence and self-esteem. The newly developed planning system, which is still evolving, takes into consideration children's interests and individual abilities. Staff are currently focusing on developing the short term planning. Generally, good systems are in place to record children's learning and development. Staff ensure they gain an insight into children's starting points, on which they are able to plan future learning opportunities. Regular ongoing observation and assessment of children's progress and the identification of next steps encourage children to make good progress within their learning journeys.

Children are developing good skills within communication language and literacy, for example, they recognise sounds of letters of the alphabet and link them to words and objects. They enjoy looking at books together and staff and children constantly chatter about what they are doing, this helps babies and toddlers link words to actions. Children enjoy experimenting in the water tray looking at objects that sink and float. They predict the outcomes of their experiments based on their understanding of objects that are light or heavy. Children use their problem reasoning and numeracy skills during everyday activities. They competently count whilst building towers and recognise shapes as they draw around three dimensional objects. Children enjoy being creative. They use their imaginations in the role play areas and represent their thoughts and feelings through their art work. Babies delight in the playing with the corn flour and shaving foam, using their senses to smell and feel the different textures. They also access treasure baskets giving them opportunities to explore the different objects. The outdoor play area provides children with lots of opportunities to learn about nature and the environment. Children plant and grow flowers, fruit and vegetables and taste their produce. The outdoor play area faces onto a farm where children can observe and occasionally feed the horses, donkey and alpacas. This causes great excitement when they approach the fence. Management also invite visitors into the setting to enable children to observe and learn about wildlife, such as, frogs, snakes and spiders and children enjoy drawing their own representations of these creatures.

Staff use positive behaviour management strategies, consequently, children behave very well. They enjoy playing together and happily chat to each other about their play. They cooperate very well and enjoy taking turns and sharing. Pre-school children act independently within the setting, for example, they competently make choices about the food they wish to eat and they dispose of uneaten food and dirty dishes after meals. They enjoy and show great control as they pour their own drinks at snack times.

Children are learning how to keep healthy and stay safe. They benefit from daily opportunities to be physically active and enjoy the slide, climbing frame and wheeled resources, which enables them to develop their physical skills. The setting has the Kirklees Healthy Choice Gold Standard Award, which means that children enjoy healthy snacks and meals. Food is cooked daily on the premises and is prepared from locally sourced produce. Children learn about good hygiene practices through everyday activities. They happily talk about washing the germs from their hands down the drain and they brush their teeth so that they are 'shiny and sparkly'. Fire drills are held regularly within the setting to enable children to understand what to do in an emergency. Children also learn about how to keep safe when crossing roads and how to use equipment safely, such as, slides.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 2 |
| 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

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 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: Met

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