

Bardsey Nursery Group

Inspection report for early years provision

Unique reference number	512726
Inspection date	31/10/2011
Inspector	Laura Hoyland
Setting address	Callister Hall, Woodacre Lane, Bardsey, LEEDS, West Yorkshire, LS17 9DG
Telephone number	01937 573430
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Type of setting	Childcare - Non-Domestic

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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

Bardsey Nursery Group has been established since 1962. It operates from Callister Hall of All Saints Church in Bardsey, a village on the outskirts of Leeds. The setting operates from a main hall and a kitchen and has access to toilet facilities. The setting serves the local area and surrounding villages.

The setting opens five days a week during term time. Sessions are from 9am until 12 noon. The provision is registered for 24 children and there are currently 23 children on roll. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

There are eight members of staff, four of whom hold early years qualifications and in addition the setting leader holds a teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the staff who provide a warm, welcoming and stimulating environment for all children. All staff ensure that children's welfare, learning and development needs are met which enables children to progress well in all six areas of learning. Staff aware of their strengths and most areas of weakness. The setting provides a safe and secure environment for all children and staff understand the importance of having robust policies and procedures in place. The setting has formed good links with parents and carers and adequately liaises with other providers.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop partnerships with others to include any providers who deliver the Early Years Foundation Stage to children who also attend the setting.

The effectiveness of leadership and management of the early years provision

The staff in the setting have comprehensive knowledge on safeguarding issues and a high level of commitment to promoting children's safety. For example, staff ensure that children are safe when playing outside as they check and make the outdoor area safe and secure. The setting leader has attended safeguarding training and staff are aware of the procedures to follow and who to contact in the

event of a safeguarding issue. All staff have enhanced background checks and are suitable to work with children. There have been no complaints and there is an awareness that a record should be kept to inform parents and Ofsted of the actions taken should the setting receive any. This means that children are safe and secure while in the setting. The setting has detailed risk assessments ensuring that all areas in the setting and outside are safe for the children to access. This means that children can move around the setting safely and freely.

Staff are knowledgeable about the Early Years Foundation Stage and use this to support children's learning. However, although planning for groups of children is comprehensive it is not entirely consistent in reflecting children's individual learning and developmental needs. However, children are progressing well. The environment is well organised and accessible to all children. The staff use resources accessed in the local community to promote children's development. For example, children visit outdoor play area behind the village hall to practice balancing, climbing and running in order to develop their large muscles and co-ordination skills. Children access a wide range of learning opportunities and activities that support their learning and development in all six areas of learning.

Staff are aware of the setting's strengths and most areas of weaknesses. The staff team have worked co-operatively to self-evaluate the setting and this is regularly reviewed. The setting has addressed previous recommendations promptly and effectively. For example, children are encouraged to develop independence skills at snack time by pouring their own drinks and by helping to hand out fruit to their peers. This shows that the setting is adequately taking steps to continually improve the provision for children.

Staff have formed positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a daily basis and at parent's evenings. This is demonstrated through children's development records as parents and children contribute photographs and artwork from home. Staff have started to make links with other providers and are actively trying to share information on children's learning and development. For example, staff complete children's profiles and share these with parents and school staff prior to children transitioning to school.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff move furniture to ensure the environment is suitable for all children to exercise using a large indoor slide. Staff have good knowledge of each child's background and needs and discuss these with parents which means children's welfare requirements are well met.

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

Children are settled and eager to explore learning opportunities and their surroundings. They do this independently by self-selecting resources and asking to take part in activities. For example, children ask for paper to draw around bat

stencils to make Halloween pictures. This shows that children are developing their confidence and self-esteem. Children can move freely between the main hall and the kitchen and they have access to the outdoor area as a group as it is situated across the road. Children demonstrate that they are starting to understand how to keep themselves safe as they have a verse that they all say which details how to stay safe when crossing the road. Children demonstrate how to cross the road vigilantly and safely. Staff understand children's individual needs and respond to these appropriately. This ensures children feel safe and secure.

Children follow good hygiene procedures by washing their hands before snacks and after toileting. Children understand the importance of good hygiene and discuss the need to wash away dirt. Children enjoy snacks provided by the staff, who discuss the vitamins in fruit to keep children healthy. Children exercise regularly using large apparatus to develop their large muscles and learn to take calculated risks. For example, children independently climb the indoor climbing frame and slide down the wooden slide. This allows children to engage in physical activities and develop skills in using their bodies.

The staff regularly observe children and this enables a rich and stimulating environment to be created. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, children engage in rolling and cutting the play dough with different shaped cutters, rolling pins and knives. The children talk excitedly about Halloween and the party they went to at the weekend. Children readily access jigsaws and cotton reels for threading this enables children to develop their mathematical knowledge. The staff use their knowledge of the children and their interests to plan exciting opportunities for children which enable them to progress well in all six areas of the Early Years Foundation Stage.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise the children and give clear explanations of boundaries. Children work co-operatively with peers which shows that they are developing respect for others. Children are starting to develop an understanding of roles and responsibilities. For example, all children help staff to tidy away resources ready to play outside. Staff praise the children for their help, which shows appreciation and builds children's confidence and self-esteem.

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

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3
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

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