

# The Children's Place

Inspection report for early years provision

---

**Unique reference number**

311273

**Inspection date**

19/09/2011

**Inspector**

Helene Terry

**Setting address**

Netherfield Rd, Ravensthorpe, DEWSBURY, West Yorkshire,  
WF13 3JY

**Telephone number**

01924 430292

**Email**

ravensthorpe@childrens-place.co.uk

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Children's Place Limited Ravensthorpe was registered in 1994. It is one of eight nurseries managed by the Children's Place Company Limited. It operates from a single-storey building in the Ravensthorpe area of Dewsbury, West Yorkshire and is the designated daycare facility for Ravensthorpe Children's Centre. The setting is open each weekday all year round from 7.30am to 6pm. All children share access to the outdoor play areas. A maximum of 66 children may attend the setting at any one time, of whom no more than 66 may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

There are currently 58 children aged from birth to four years on roll, of these, 12 children receive funding for nursery education. The setting also provides places for funded two-year-old children. The setting serves the culturally diverse local community and surrounding areas and supports children with special educational needs and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions throughout the week.

The setting employs 13 staff, of whom, the majority hold relevant early years qualifications. The manager holds a Foundation Degree in Early Years. The setting is a member of the National Day Nursery Association, is quality assured and also has the Investors in People award. They receive support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met very well as staff recognise them as unique individuals. Overall, every child is fully supported, according to their own stage of development, in making progress towards the early learning goals. Highly effective relationships with parents, carers and other professionals help staff to promote high quality care for all children. Children's health and welfare is effectively promoted through a wide range of policies and procedures. Self-evaluation is an integral part of the management of the setting, ensuring that staff are able to identify areas for improvement as part of an ongoing cycle and, as a result, show a good capacity to continually improve.

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

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

- update the record of risk assessment to include any assessments of risks for each type of outing and trips
- ensure that all staff consistently use the observations of each child's achievements to identify learning priorities.

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

The children are safeguarded extremely effectively owing to staff's excellent knowledge of child protection issues, including appropriate procedures to follow should any issues arise. Highly effective systems are in place to identify if children are at risk and staff are very vigilant and follow through concerns in a sensitive manner, together with parents and relevant agencies, to promote best outcomes for children. There are robust recruitment, vetting and induction arrangements in place to ensure that staff who are working with children are suitable to do so. Robust risk assessments covering all aspects of the setting are maintained very effectively. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. However, the record of risk assessment for outings is generic and does not cover each type of outing that the children take part in; this potentially affects the safety of children on outings. Most staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children are well cared for. Adult-to-child ratios exceed requirements, and as a result those children who need extra support are given one-to-one care.

The environment is stimulating, well-organised and very conducive to learning. Children's work adorns the walls, giving them a strong sense of belonging. Inside and outdoors, resources are extremely well-organised and, as a result, children independently explore and investigate freely. The nursery provides a service that is inclusive for all children. Staff readily adapt routines and activities so all children can take part. Children with special educational needs and/or disabilities are extremely well supported because staff understand their needs and work closely with their parents and other agencies. Children have plenty of opportunities to learn about the diverse world in which they live. They see positive images of people's differences and similarities through books, posters and a good range of resources. Children also take part in activities celebrating a variety of festivals from around the world enabling them to learn to value and respect others. Many staff are bilingual and support children and their families within the setting.

The nursery staff work very well in partnership with parents and carers to promote continuity of care and learning. Prior to a child starting, staff visit their home and help parents contribute to identifying their child's starting points in learning. Parents receive very good information about the nursery and are welcome to talk with the staff at any time. There are systems in place to enable parents to add their comments regarding their child's development, as a result providing very good continuity of care for all children. There are also regular parents' evenings where they further discuss the progress and achievements of their children. The nursery works extremely well alongside other agencies involved in the care of children, such as the Children's Centre staff, Children's Services and health professionals. They work closely with local schools in the transition of children to their new schools, consequently enhancing the continued progression of children's care, learning and development.

Management effectively share their high ambitions for the nursery and successfully

implement improvements to provide a good quality of care and education. These arise through continuous evaluation that includes the views of parents, carers, children and staff. Management use various tools for monitoring the effectiveness of the setting alongside the local authority. They quickly act on any recommendations identified and all recommendations that arose from the last inspection have been addressed; as a result, children's well-being and development has been enhanced.

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

Children are happy and confident at the nursery. Their individual needs and learning styles are fully considered and, as a result, they are happy and make good progress in their learning and development. Children take part in a variety of adult-led and child-initiated activities that are closely linked to their individual development plans and staff's observations of each child. As a result, children are enthusiastic about the activities because they reflect their interests and level of development. However, there are some inconsistencies in the way that some staff maintain children's records, which potentially gives rise to gaps in learning.

Children have a positive attitude towards learning and confidently participate in the excellent range of activities and first-hand experiences provided. Children are developing their early writing skills well; they have suitable opportunities to write for different purposes and have access to a range of writing resources and craft materials which they select independently. Toddlers enjoy making marks on paper with paint using their hands and dinosaur toys, observing the different prints. They delight in playing in the huge sand corner and show how they can blow bubbles in the water tray. Babies and toddlers have lots of opportunity to explore their senses using the treasure baskets, textured cushions and different types of print. Children are learning to be very independent in the setting. They confidently help themselves to resources; babies and toddlers are encouraged to feed themselves while pre-school children enjoy cutting up their fruit for snack time. Children also attempt to put on their own coats and shoes and are helpful to staff, as they help tidy up resources and eagerly sweep up the leaves in the outdoor play area.

Children have good access to information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. They explore the different programmes on the computer using the mouse and toddlers enjoy pressing buttons on the different activity toys to investigate what happens. They learn about shapes and numbers through activities and songs. Children enjoy learning about the world around them through exciting activities, for example, they watch chickens hatch from eggs, observe the worms in the wormery and learn about the lifecycles of frogs and butterflies.

The children's behaviour is very good. They are developing very good relationships with their peers and the staff. They confidently talk about their families and show an interest in each other's families. Staff are extremely good at praising the children and use a wide variety of methods to support their understanding of right and wrong. Parents comment on the huge benefits the setting has made to their

children's lives, including enhanced confidence and social skills.

A healthy lifestyle is very actively promoted with daily opportunities for children to play inside and outdoors where they practise their wide range of physical skills and benefit from the fresh air. Children enjoy meals and snacks that are healthy, nutritionally balanced and support their individual dietary needs, for example, they enjoy eating a selection of fresh fruits daily as well as delicious freshly prepared meals. In addition, children have good access to fresh drinking water which they can help themselves to when they are thirsty. Through the summer the children planted and grew a selection of fruit and vegetables and enjoyed harvesting and eating their produce as part of their activities. Excellent hygiene practise is followed throughout the day and the setting piloted the Primary Care Trust's 'Ready Steady Brush' scheme to help children and families understand the importance of oral hygiene.

The children develop a good awareness of staying safe. Staff empower the children to take responsibility for themselves and use tools safely under appropriate supervision. They also take part in regular fire drills and learn about road safety during activities and when out on visits into the environment. Staff and children are currently looking forward to arranged visits from the emergency services as part of the first-hand experiences for children to enhance their learning.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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