

# Spinning Top Childcare Ltd

Inspection report for early years provision

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**Unique reference number** EY281446  
**Inspection date** 10/02/2012  
**Inspector** Mr Rasmik Parmar

**Setting address** 2 Melbourne Grove, Bradford, West Yorkshire, BD3 8JT

**Telephone number** 01274 665652

**Email**

**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

Spinning Top Childcare Ltd is privately owned and was registered in 2004. It operates from a converted, detached building in Thornbury, Bradford, West Yorkshire. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year, except on Bank Holidays. The setting serves the local community and surrounding areas. There are three playrooms for children in the early years age range on the ground floor and there is an out of school club room on the first floor. Children have access to fully enclosed outdoor play areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 94 children may attend at any one time. There are currently 68 children on roll in the early years age group. Children attend for a variety of sessions each week. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. It also provides an out of school club and there are 27 children on roll.

There are 13 members on the team of practitioners. The manager and seven others hold a level 3 early years qualification, and there is one practitioner with a degree in childhood studies. Other practitioners are working towards the next level in their qualifications. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. They enjoy their time at the setting and are actively engaged in stimulating activities. Parents are involved in their children's care and education and are kept well informed of their progress. Effective self-evaluation demonstrates the setting's ability to maintain high levels of continuous improvement.

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

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

- develop further systems to more consistently provide children with independence during lunch time
- develop further links with other providers where children attend more than one setting to ensure coherence and consistency in children's learning and development.

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

Highly effective systems successfully support and maintain children's safety and security. Comprehensive safeguarding policies and procedures enable staff to effectively promote children's well-being, including parents completing personal documentation regarding allergies and any other health needs. Practitioners carry out thorough risk assessments, and emergency evacuation plans are practised regularly with children so that they know what to do in case of an emergency. Effective recruitment practices are consistently implemented, thorough checks are carried out to determine the suitability of all new practitioners and there are good systems in place for monitoring practice.

The setting is well resourced, bright and welcoming. Both indoor and outdoor areas are well organised to support children's learning in all areas. There is easy access to toys and equipment as these are well arranged at a low level to encourage independence. Displays of children's work adorn the walls, which ensures that they feel valued and have a strong sense of belonging. Children are well cared for in a fully inclusive setting where practitioners know them very well and fully respect their individual needs. Children are encouraged to develop a strong sense of community because all practitioners have a genuine caring approach. They help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging. The setting makes every effort to work in partnership with parents, who value this personal care, support and attention. Parents comment positively on how well practitioners know their children, which contributes to a trusting relationship. The organisation of the daily routine ensures that practitioners are always available to give daily feedback to parents about children's activities and progress. A broad range of useful information is available for parents on notice boards. They also receive regular newsletters to keep them informed about the setting. Their views are taken into consideration through questionnaires. Key persons ensure that children's assessment records are shared with parents regularly.

Clear links are established with schools when practitioners collect children who attend the out of school club. Transitions to school settings are supported well through passing on relevant documentation and teachers visiting the setting to become familiar with children. Partnership working is reflected in the genuine efforts to strengthen links with other professionals to support children with special educational needs and/or disabilities. Practitioners are in the early stages of sharing information other settings children also attend as part of shared care. This is an area for further improvement in order to ensure coherence and consistency in children's learning and development. There is a clear focus on raising standards and improving the provision. Practitioners make positive improvements in developing the care and learning provided for children through regular reviews of the setting by the local authority. They also monitor their practice and are confident in identifying areas for improvement to build on their strengths, as part of maintaining continuous improvement. Also, developments such as the reorganising of the playrooms, newly developed outdoor areas, video door entry,

internal CCTV and secure car parking, all contribute to improving outcomes for children.

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

A varied and challenging range of play opportunities and activities are provided for children. Successful planning and careful observation and assessment of children's learning and development result in positive outcomes for children. Key persons know their children well and maintain information about their learning across all areas. Parents are provided a summary of their child's development every term and key persons ensure that this is explained to them. In addition, parents have opportunities to contribute to their child's 'Learning Journey' by carrying out observations of their child at home. Consequently, children are making good progress in their individual learning and development. Children benefit from a good variety of resources, including qualified and experienced practitioners, to support their play. The layout of each room provides children with a stimulating environment where activity areas are clearly defined and play materials are easily accessed. Children take opportunities to challenge themselves, explore and learn as they move between the playrooms and the outside areas. They learn to respect diversity when they engage in celebrating festivals from a variety of different cultural traditions. They have also visited places of worship in the local community to broaden their awareness of cultural diversity.

Mealtimes are social occasions when children learn about healthy choices as a good balance of home-cooked meals, vegetables and fruit are available which meet their individual dietary requirements. However, children's independence at lunch time, especially for pre-school children, is not consistently encouraged in order to prepare them for life at school. Older children mix the ingredients to make chocolate crispy buns, which they eat. Children are encouraged to become aware of their own fluid intake from a young age as drinks are always available. As part of broadening their awareness of the wider world, foods from a variety of cultures are introduced. Children are grouped according to age and development to meet their individual needs. They have outdoor play timetabled into their day in one of the many outside areas, including the decked area with a roof, the grassed area and the soft play surface. Children develop a wide range of physical skills as they engage in robust physical play outdoors and enjoy fresh air in all types of weather. Children learn about nature by observing caterpillars grow into butterflies, watching stick insects grow, and going for walks.

Resources inside and out are well matched to children's needs, reflecting their diversity so that no group or individual is disadvantaged. The stimulating learning environment promotes children's interests in all six areas of learning. Younger children enjoy tactile experiences, such as playing with natural materials in a treasure basket, printing with their hands or responding to music. All children have good opportunities to practise writing and mark making. Older children practise writing their names and read stories. They also benefit from the freedom to explore materials, such as paints and brushes, to create and experiment, enhancing their creative skills. Children confidently use mathematical language as

they compare shape and size. They enjoy number rhymes and learn to count and match numbers. They confidently use their initiative to solve problems through games, jigsaws and counting in daily routines. They have opportunities to explore water, filling and emptying containers as they learn about volume. Children access information and communication technology equipment as they press the buttons on a computer keyboard to access a variety of educational games.

Children are learning how to keep themselves safe as they engage in daily routines and use equipment safely, gently supported by staff. Good personal hygiene routines are encouraged by practitioners. Children independently use the toilet and there are effective nappy changing procedures. Younger children's routines are adhered to and they are secure and well cared for. Children behave well and understand they have to take turns and be considerate to each other when playing with equipment. Consequently, they are provided with good opportunities to develop the necessary skills they will need for the future.

## 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	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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### 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: Met

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