

The Children's Place

Inspection report for early years provision

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Inspector Laura Hoyland

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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

Children's Place Ltd was registered in 2004. The setting is part of the Children's Place Ltd Organisation, working in partnership with Burnett Fields Children and Family Centre. It operates from two purpose built buildings close to the centre of Bradford, in West Yorkshire. There are three main rooms with access to an additional room used for heuristic play. There is a fully enclosed area available for outdoor play.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting serves the local and wider area and is registered for 50 children in the early years age range. There are currently 91 children on roll who attend for various sessions and full days. The setting supports children with special educational needs and/or disabilities and English as an additional language. Early education funding is provided for two, three and four-year-olds.

The setting employs 17 members of staff of whom 13 have relevant childcare qualifications to Level 3 and two members of staff hold relevant degree level qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A highly skilled and motivated staff team work together to meet every child's individual needs with precision. As a result all children make exceptional progress in all six areas of learning in relation to their starting points and capabilities. Effective systems of self-evaluation are in place and all staff are aware of the setting's strengths and areas for development. Staff are highly motivated to continuously develop the setting to ensure all children have the best possible start in life. Meticulous attention is given to creating positive relationships with parents, carers and others to enable the setting to meet the needs of all its services users exceptionally well.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to support children's growing independence as they do things for themselves, such as self-serving their own meals.

The effectiveness of leadership and management of the early years provision

All staff give the highest priority to safeguarding children. They have all received extensive safeguarding training and understand each child's needs very well. The setting has effective safeguarding policies and procedures in place, which ensures that all staff are aware of their roles and responsibilities. All staff have enhanced Criminal Records Bureau checks and are suitable to work with children. Health and safety is an utmost priority and staff ensure that the premises are safe and secure. For example, daily safety checks are carried out to ensure children can move around safely and freely. Risk assessments are of a consistently high standard for the premises and outings. This means that children are safe both on and off the premises.

Staff create a rich and varied environment both indoors and outdoors to excite children and keep them motivated to learn. All staff demonstrate high levels of enthusiasm as they plan activities and create learning opportunities for children. Staff are extremely confident and knowledgeable about the Early Years Foundation Stage. As a result planning is meticulous and children's individual needs are all well met with all children making excellent progress in all six areas of learning. Children independently access the indoor and outdoor environments with their peers choosing where they would like to play. For example, children work together to fill up watering cans outdoors before carrying them to the garden to water the fruit and vegetables that they are responsible for growing. This shows that children are developing high levels of confidence and self-esteem and in addition they are optimally challenged and engaged to make outstanding progress in their development.

Self-evaluation is rigorous and staff work as a team to continuously improve the setting. Children and parents are also heavily involved in all processes of self-evaluation and change. For example, children are regularly consulted on the environment and how they feel about their time in the setting. Parents attend regular 'Parent Forum' meetings where they work with staff on key decisions. For instance, changing the menus and incorporating new cultural meals. Staff keep evidence of all changes that are implemented in the setting and this means they can be evaluated and reviewed. Realistic targets are set and staff make very rapid progress in securing improvement effectively. For example, extensive changes have been made to the outdoor areas to enable all children to access a vast range of learning opportunities outdoors.

Partnerships with parents are first class. Parents are keen to share their positive experiences of the setting and praise the way staff have made an exceptionally positive impact on their families lives. Staff understand each child's individual needs and work closely with parents and carers to ensure all children are settled and make superb progress in all aspects of learning and development. Parents and carers are invited to attend regular workshops and have access to an extensive amount of information to ensure they are fully involved in the life of the setting. Effective partnerships with other providers and professionals ensure that all children's individual needs are very well met. For example, staff have created a

transition book to share children's interests, observations and new experiences with children's key people at other settings. This ensures that children have continuity of care and that both settings are working together to support children's progress towards the early learning goals.

Staff are highly skilled at meeting children's diverse needs and as a result equality and diversity is at the heart of the setting. Staff expertly manage their time, providing engaging and challenging activities and learning opportunities for all children. For example, staff ensure resources are available for children who take great interest in water play. They allow children time to explore bubbles and laugh with their friends before adding dolls, cloths and towels so they can role play bathing babies. Staff track children's progress with precision to ensure any gaps are identified and support is provided, ensuring all children progress exceedingly well.

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

Children are provided with opportunities to take calculated risks. For example, they regularly visit the local woods with a qualified Forest Schools practitioner to explore the environment and experiment with natural materials. Children are proud to show their friends the wizard wands they have found in the woods. Children use tools during woodwork sessions with supervision from staff. Children know the rules and as a result children have excellent knowledge of how to stay safe. All children are very settled and happy in the setting and they show strong sense of belonging. This shows that children feel safe and secure in the setting.

Children have access to a range of physical activities both indoors and outdoors. For instance, children practise balancing using stilts and ride bicycles following each other around the outdoor area. This means children are develop their balancing and coordination skills using a range of large muscles. Staff promote good hygiene procedures and children independently wash their hands before meals and after toileting. Children are aware of what constitutes a healthy lifestyle. For example, they discuss healthy foods such as vegetables and unhealthy foods such as chocolate cake. Children grow their own vegetables including green beans, peas, onions and garlic. This develops their knowledge and understanding of the world and the cycle of growth.

Children demonstrate an excellent understanding of environmental issues. For example they access compost bins for their food waste and recycle packaging in the setting. Staff promote caring for the environment and promote explorative play with sustainable materials in the heuristic playroom. This promotes children's understanding of the importance of green issues.

Staff observe all children regularly and plan their next steps. This ensures that all children's needs are catered for and that activities and learning opportunities consistently provide children with challenges and new experiences. For example, children can access the setting's book box where they choose books and take them

home to read. Children also have a range of opportunities to access information communication technology equipment. For instance, children use video recorders to film themselves and then play back the recordings. This means they are developing skills for the future.

Children behave exceptionally well and show respect for their peers. For instance, they share resources and demonstrate excellent co-operative skills when filling containers in the sand tray. Children's behaviour is exemplary and they show an excellent awareness of their responsibilities within the setting. They are developing respect for themselves and others as staff positively promote other beliefs and cultures. For example, they celebrate Big Eid and Little Eid by taking part in activities and listening to stories. Staff provide a wealth of resources to promote diversity including small figures, books and posters. This enables children to develop their understanding of the community they live in.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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