

# Community Works Nursery & Children's Centre

Inspection report for early years provision

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<b>Inspection date</b>	16/03/2012
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<b>Type of setting</b>	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

Community Works Children's Centre and Nursery was registered in 2006 is part of a voluntary organisation with charitable status and is a company limited by guaranteed. The setting is managed overall by a board of directors. It operates from identified rooms within a converted school. The setting is situated in the residential area of Undercliffe in Bradford, West Yorkshire. Children access a secure enclosed outdoor play area.

The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year. It serves the local and surrounding areas and children attend for a variety of sessions. The setting is registered to care for a maximum of 50 children aged under eight years at any one time. Of these six may be aged under two years. There are currently 67 children on roll, all of whom are in the early years age group, of whom 37 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 6 in early years, one holds a qualification at level 5, one holds a qualification at level 4, five hold a qualification at level 3, one holds a qualification at level 2 and one holds a qualification at level 1 in early years. One member of staff has Early Years Professional Status and Qualified Teacher Status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel secure as the staff provide a welcoming and safe environment. An effective induction procedure ensures all children are included and individual needs are met well. Children have good opportunities to make progress in their learning and development as the staff successfully support them. They benefit from a flexible routine, including a good balance of child-initiated and adult-led activities. Most areas are well resourced. The manager and her team of staff reflect on their practice as part of the process to ensure continuous improvement is effectively maintained.

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

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

- develop equipment and resources that offer challenges to support specific skills with particular regard to large physical activity in the outdoor area

- develop further resources and activities to nurture children's understanding of peoples different needs.

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

Children are cared for in an environment, which is comfortable and secure. Staff have a clear understanding of safeguarding issues and procedures. This ensures children are well protected. The robust recruitment and selection procedures for staff ensure all relevant checks are completed as well as a full induction programme. Staff carry out risk assessments regularly on all areas of the provision to reduce the chance of accidental injury. These are complemented with a daily visual check before children arrive. The staff's commitment to their professional development is good, which improves outcomes for children. Effective organisation of space and resources encourages free choice and independence.

There is a commitment to equality and inclusion throughout the setting and its practice. Good partnerships with parents and carers have been developed. They are informed daily about the activities their children engage in and the progress they are making. The manager is committed to working with other professionals to enhance learning opportunities for all children. These good relationships are particularly beneficial to children with special educational needs and/or disabilities and those who speak English as an additional language. Good systems are in place to ensure effective communication takes place between the staff and other practitioners. This nurtures continuity and cohesion where children receive care and education in more than one setting and for their transition into school.

The manager is effective in stimulating the enthusiasm of the staff team as they work towards continuous improvement. She clearly evaluates the setting with input from staff, parents, carers and children. Consequently, she is able to ensure the needs of those currently attending are effectively met. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

Staff have attended training on the Early Years Foundation Stage framework and implement it well. Children's learning and development are promoted effectively through clear planning. This ensures they achieve in each area of learning. Assigned key staff monitor children's progress towards the early learning goals by recording observations in individual 'learning journeys'.

Children are engaged in a range of activities that are appropriate for their age and stage of development. Babies have good experiences that involve using all of their senses, for instance when they explore jelly. Staff celebrate a range of festivals with children that represent their own and other cultures, such as Christmas and Chinese New Year. This effectively raises children's awareness of different cultures

and traditions. There are fewer resources and activities to nurture children's understanding of people's different needs. This impacts on raising their awareness of the wider community. Effective strategies give children clear and consistent guidelines, which encourages a good understanding of what is and isn't acceptable behaviour. Children have good opportunities to learn about living things as they dig for worms and plant beans. Their emotional well-being is effectively supported and they demonstrate a strong sense of belonging. They have a close, warm relationship with the staff who encourage them to talk about their feelings, families and friendships. Early writing skills are nurtured well using a range of mark-making resources, such as coloured felt tip pens and crayons. Staff encourage children to count during every day experiences. A variety of creative activities, including feet painting and manipulating clay, promote children's self-expression whilst having fun.

Children demonstrate a good understanding of how to keep themselves free from harm. The staff use simple explanation and encouragement with regard to staying safe. As a result, children recognise and avoid potential dangers. Children can choose to play outside at any time throughout the day. They have great fun as they wash the tricycles in the pretend car wash and play in the sand. However, there is less equipment and fewer resources that offer challenges to support specific skills, with particular regard to large physical activity in the outdoor area. This impacts on children further developing their abilities to move with control and coordination. Children have a good understanding of how to stay healthy. This includes covering their mouths when they cough and washing their hands before eating. They are given ample opportunities to enjoy healthy snacks and meals, including tuna pasta bake and egg salad. Children play alongside their peers and are encouraged to cooperate and resolve situations by themselves. This effectively helps them to develop skills 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

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

<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