

Children's Place

Inspection report for early years provision

Unique reference number

EY425956

Inspection date

09/03/2012

Inspector

Thecla Grant

Setting address

Owlet Family Centre, Barncroft, Windhill, SHIPLEY, West
Yorkshire, BD18 2JG

Telephone number

01274 587247

Email

owlet@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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Children's Place is one of eight nurseries run by Children's Place limited. The nursery registered in 2011 and operates from three rooms in a Sure Start Children and Family Centre in the Shipley area of Bradford. Children have access to two enclosed outdoor play areas. The nursery is opened each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the childcare Register. A maximum of 70 children may attend the nursery at any one time. There are currently 70 children aged from birth to under five years on roll, some in part time places. The nursery supports children with special educational needs and/or disabilities.

There are 18 members of staff, 12 of whom hold early years qualifications to at least level three and two at level two. The manager has recently achieved Early Years Professional Status and two members of staff have the Bachelor of Arts in Early Years Childhood Practices. The setting receives funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Arrangements to monitor and assess the children's learning and development are mostly well organised and planning is successfully in place. The setting has outstanding systems and resources in place to support children so that no group or individual is disadvantaged including effective systems to promote children's welfare. Systems in place to ensure children are safeguarded are well organised. The setting outstandingly works in partnership with parents and others, and their capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- improve systems to monitor all children's achievements and their need for further support
- improve opportunities for young children to find out and learn how to use appropriate information technology, such as programmable toys that support their learning.

The effectiveness of leadership and management of the early years provision

Practitioners have a good knowledge of the signs and symptoms of abuse and a clear and concise policy for safeguarding children is in place. All those who are employed to care for children are vetted and information of this is kept and monitored. As a result, practitioners are suitable to be in contact with children. Risk assessments are in place and include all areas of the provision that need to be assessed. These are used as working documents. As a result, good systems in place to ensure children are safe on the premises and procedures implemented for security is outstanding. For example, all playroom doors are key pad accessed, as well as the office and area to the staff room and kitchen. The main entrance to the premises is supervised. All fire prevention equipment is in place and the emergency procedures are displayed, practised and recorded. Comprehensive policies and procedures ensure that children are safe and well supported. Further to this, the deployment of staff is highly effective and the high quality of resources, clearly benefit the children who thrive as a result of the setting they are in.

Leaders and managers are motivated to seek further improvement. They consistently update the systems in place to monitor and evaluate the setting and fully include parents and their children in this. As a result, actions taken are well chosen and carefully planned to have a positive impact on the children's care and learning. Plans for the future are securely in place and they have registered with the national day nursery 'Quality Counts'. Practitioners have a highly positive relationship with parents, who are extremely well informed about all aspects of the setting. Parents also attend consultation weeks where they are encouraged to be involved in the observation and assessment process. As a result of the strong levels of engagement, parents actively support and thoroughly contribute to their children's learning.

The setting is highly committed to working in partnership with other providers of the Early Years Foundation Stage. For example, practitioners attend transgression meetings with the local authority, which has developed strong partnerships with the local schools. As a result, well established channels of communications are built. Excellent arrangements are in place for the professional development of practitioners who are fully committed to attending training courses and workshops. The impact of this is clearly seen. Training also includes a regular update of their paediatric first aid certificate. Equality of opportunity is highly effective and at the heart of the setting. As a result, children learn about and understand the society in which they live. Further to this, specialised practitioners are firmly in place to support those with special educational needs and/or disabilities ensuring children are fully included in the setting.

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

Practitioners have a good knowledge of the Early Years Foundation Stage. They effectively support children by providing a thoroughly enjoyable and challenging

learning environment for them to make good progress in their development. Children's interests are effectively implemented into the setting. For example, during the arts and craft activity, children cut tents and sleeping bags out of a magazine. Their interest is then extended to the garden, where access to real tents help them explore what they look like. Young children have good opportunities to initiate their own play and explore their surroundings. For example, they freely access sand, water, role play resources and extend their play by moving objects from one activity to another. As a result, children have good opportunities to initiate their own learning, make choices and decisions. Children's communication language and literacy is promoted well through stories, conversations and mark making. Children learn new words, such as 'Mango' during the healthy eating activity to extend their understanding of the world around them. They also show their understanding of how things work through discussions. For example, they discuss the importance of electricity to enable the blender to work. Although children enjoy this activity, it is not extended enough for them to become fully involved.

Children show an extremely strong sense of security and belonging within the setting. Those in the baby room confidently explore their surroundings and have well-established routines, therefore, they know what is expected of them and their parents. Children under three years of age show a good understanding of safety and are able to share the rules of their environment with others. For example, they confidently accessed the dust pan and brush for a practitioner when sand spilled on the floor. All children are valued and have equal access to a wide range of toys and equipment, which they happily access throughout their play. These include positive images of ethnicity and disability. Opportunities are purposefully in place for children to learn and develop skills for the future, although young children have limited workable programmable toys to support their learning. As a result, their skills relating to information and communication technology are not consistently promoted.

Children are provided with good opportunities to develop their large motor movements. As a result, they explore and experiment with what is provided, such as balancing on the stepping stones and taking risks by jumping off the crates. Children further develop their large motor skills by learning to ride bikes. Babies confidently climb the stairs on their specially-built climbing frame and explore moving their bodies in different ways. For example, whilst sitting on the cosy chair they bounce up and down. Problem solving, reasoning and numeracy is well promoted with the children. As a result, young children show an understanding of number labels, such as, one, two and three, when counting the smooth stones used to support their play with the construction. Babies are supported in washing their hands after nappy changes, as a result, they learn hygiene from an early age. Those who are older learn the importance of washing their hands with soap and water. Planning includes children's interest and children who need further support are suitably included in the planning. Although most observation and assessments are well thought-out and linked to the areas of learning, not all clearly highlight children achievements or their need for further support.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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

Annex B: the Childcare Register

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

Met