

Bramley Children's Centre Daycare

Inspection report for early years provision

Unique reference number	EY267790
Inspection date	29/03/2012
Inspector	Catherine Curl
Setting address	Fairfield Street, Fairfield Estate, Leeds, West Yorkshire, LS13 3DT
Telephone number	0113 2566 354
Email	
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).

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

Bramley Children's Centre Daycare is one of Leeds City Council's Children Centres. It opened in 2003 and operates from three rooms, in a purpose-built building. It is situated in the Bramley area of Leeds. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. It closes for five training days per year and at 4.15pm on the first Monday of the month. There are two secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 52 children may attend at any one time. There are currently 75 children on roll aged from birth to under five years. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language and dual language. The nursery employs 18 members of staff, all of whom hold appropriate early years qualifications to at least level 3. One member of staff has Qualified Teacher Status and another has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, safe and happy environment for children, where they are valued and respected as individuals. Highly effective partnerships with other agencies and strong links with most parents ensure each child's needs are met and they are well safeguarded. A comprehensive knowledge and understanding of children's welfare, learning and development means staff are skilful in planning purposeful and developmentally appropriate experiences. Children are making good progress in their learning. The managers have good procedures in place to ensure continuous improvement, identifying most strengths and weaknesses appropriately.

What steps need to be taken to improve provision further?

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

- include the knowledge, skills and expertise of parents to further support children's learning and progress
- extend the culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Detailed policies and procedures and the skilful management of the nursery effectively promote children's welfare. Children are safeguarded and well protected

because all staff have undertaken training and know how to identify and deal with any concerns they may have. Comprehensive recruitment procedures and vetting of staff ensure adults' suitability to work with young children. Daily risk assessments of the indoor and outdoor areas and equipment used by the children are carried out, which enhances all aspects of children's safety.

Teaching is rooted in an expert knowledge of the Early Years Foundation Stage. This means that staff are highly skilled at identifying and meeting children's diverse needs. Assessment is rigorous and staff make it an upmost priority to identify and seek early support for children. All children have equal opportunities to achieve their full potential. The range and quality of resources available to children is excellent and reflects different cultures and abilities. Staff have created a rich, varied and imaginative environment that inspires children to explore and investigate and provides good levels of challenge. The nursery demonstrates its commitment to sustainability. For example, it provides cloth nappies for children and offers a 'nappy loan' system to parents.

The excellent level of staff qualifications shows commitment to continuing professional development. Improvements made to the outdoor areas have included children's views. This means children are motivated to explore, which has a positive impact on their well-being. Recommendations from the last inspection have been met. The nursery works hard to continually improve the provision that is offered. However, current systems to identify strengths and areas for improvement do not involve the whole staff team.

The nursery has very good partnerships with parents. The staff constantly look for ways to involve parents and carers in all aspects of the nursery, promoting inclusive practice. Parents say they 'feel welcomed and included in the setting'. Most parents contribute to the planning system, which helps staff to effectively support and extend children's learning and development. There are opportunities for parents to contribute their views and expertise to the running of the setting. However, not all parents are fully engaged. The nursery takes the lead in developing partnerships with schools and other providers. For example, staff are proactive and have developed first class relationships with schools that children will attend. They make it an upmost priority to support children's transition, which helps children to settle confidently in their new environment.

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

Children demonstrate a strong sense of security and show they feel safe in the nursery. Staff talk to children about being safe in the nursery by agreeing golden rules. These include walking inside, being kind to each other and looking after toys. Staff act as good role models for these positive behaviours. Staff ask children to 'stop and think' about what they do. They encourage children to explore what might happen and consider safety for themselves. They provide a good balance of risk and independence. Children look to adults in the setting and go to them for cuddles when they are upset or tired. They seek support from staff. For example, young children put up their arms to be picked up.

Children's health and bodily awareness is enhanced because staff help them to develop healthy habits. Children show they understand the need to wash their hands when they say 'might make you sick and give you tummy ache'. They learn about eating healthy food, such as 'carrots, mash potato and broccoli'. When they exercise, they talk about how their bodies work, for example, 'pumps your blood round', 'makes you warm' and 'energy'. They show their wider awareness of the benefits on their health and emotional well-being of 'sleep', 'rest' and 'having friends'.

Children make good progress towards the early learning goals because staff regularly observe children and plan activities to meet their needs and interests. Children develop effective language for communication and reading skills because staff read books that have been brought from home, such as 'Old MacDonald's Farm'. Older children listen to a 'story of the week', which is repeated daily. This helps children to become familiar with the story so that they can recall and join in. Children develop early writing skills as they make marks in gloop, sand or with chalk. They feel patterns when they 'fall down' and 'stand up' and hear numbers one, two, three as they play and sing 'Ring-a-ring-a-roses'. When staff ask children if they 'want some more?' at meal times children begin to understand quantities. They show they understand number one and two when they set the table for meals by placing cutlery and plates at each place. Children use comparative language, such as 'little' and 'big' to describe shape and size. They demonstrate they understand the concepts of shape, space and measure. Children develop their creativity well when they respond to experiences, and express and communicate ideas. They respond to comments and questions, and enter into dialogue about their play. Staff support children to make comparisons and create new connections. They talk about what colour is made when they chalk pink over yellow. Children have good opportunities to use a range of information and communication technology, such as an interactive white board, a computer and cameras. This effectively develops their skills for the future.

Children are aware of the boundaries set and of behavioural expectations in the setting. They use the outdoor tap with an adult because it is difficult to turn on and off. When an adult is not available to operate the tap a small amount of water is placed in a large water tray. Under adult supervision, children access water independently to use in their play to water the flowers or mix with mud. When they operate independently, children develop good self-care skills. Staff understand the different ways that boys and girls learn. For example, they have explored their attitude to boys' preference for gun and superhero play. Staff have reviewed their attitude and they include activities, such as making superhero capes. This promotes equality of opportunities for all across the provision.

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	2

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	2
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

