

Karmand Creche

Karmand Community Centre, Barkerend Road, BRADFORD, West Yorkshire, BD3 9EP

Inspection date	19/11/2012
Previous inspection date	05/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The key person system is strong in supporting the children's individual care and learning needs across the seven areas, such as their communication and language skills.
- The setting is organised and resourced effectively, creating a stimulating environment for the children.
- Children develop positive relationships with the staff, which supports their confidence and self-esteem well.
- Partnerships with parents are strong. Parents are effectively included in their children's learning and development.

It is not yet outstanding because

- The outdoor space is currently in the process of undergoing alterations. As a result, opportunities at present for children to enjoy regular fresh air and exercise outdoors, are less than usual. This does not fully support children's well-being or physical development at this time.
- The written observations are not always organised systematically, in order to show clearly and consistently the next steps planned to extend individual children's learning and development, so that opportunities to promote these, are not missed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the hall.
The inspector sampled a range of documents that included some of the children's learning records, some policies and procedures and some of the documentation to evidence the setting's systems of self-evaluation.
- The inspector spoke to the staff and the children present.

Inspector

Melissa Patel

Full Report

Information about the setting

Karmand Creche is run by a management committee. It has been registered since 2009. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 17 children on roll in the early years age range. The provision has the use of one room and the hall in the community centre, in the Barkerend area of Bradford. The provision serves the local community and is open during term time only, from Monday to Friday 9.30am until 12noon and from 12.30pm until 3pm.

The creche provision supports children whom use English as an additional language. There are five members of staff employed to work with the children, all of whom hold a relevant

early years qualification. The provision has links with other early years provisions. The staff receive support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of the written observations, to show clearly and consistently what is planned to extend individual children's learning and development
- develop a wider range of alternative opportunities for children to enjoy regular fresh air and exercise in the outdoor environment while the outdoor play area is undergoing development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff give good support to children to aid their progression across the seven areas of learning. This is because the key person system is strong in supporting children's individual needs. This means that staff clearly know what children can do and they plan purposeful activities to aid children's progress. For example, children are encouraged to join in an activity using a puppet, devised to help children develop their individual communication skills well while having fun. They pass objects to the puppet, which is operated by a staff member on this occasion and they are encouraged to name the objects. Many of the children use English as an additional language. Staff support them effectively by listening and repeating words clearly to help them learn the correct pronunciation. Staff also support children's use of home languages in their play, to effectively support their language skills.

Children enjoy exploring different media. For example, they roll out play dough and explore paint and water. Children can freely make marks on paper through using a variety of stimulating resources, which they can independently select. Staff also plan activities that children do not always spontaneously choose. This is to help children develop a broad range of skills effectively and to cover the seven areas of learning well, such as developing their mark-making skills and exploring different textures and materials. Children have many opportunities to develop counting skills and name colours. For example, staff often use the opportunities in children's play to extend these skills effectively, such as when sorting pens into the appropriate box. They can develop physical skills as they explore the play tent and build with large bricks.

The written observations are used well overall to support children and the staff are very knowledgeable about how they are progressing. For example, plans are in place to extend children's knowledge about the world through following their individual interests and to support their learning about different communities through discussing varied celebrations and putting up displays that reflect diversity. Through the provision's own observations and close partnership working with other professionals, plans to extend children's learning are effectively implemented, such as extending children's language skills. The learning files do give some good information regarding how children are progressing. However, the observations of children are often organised in different files or places, which does not always give consistent messages regarding the plans in place to aid individual children's progression in their learning and development and to ensure that opportunities to promote these plans are not missed.

The two year progress check is ongoing. For example, staff are in the process of informing parents of the check and relevant documents are prepared, to ensure the required check is carried out within appropriate timescales. The parents are involved effectively in children's learning. For example, the staff plan a time to talk to parents and to share their views, such as what children like to do at the provision and at home. They discuss how they can help the children progress further, for example, in their communication skills. Parents are actively encouraged to share what they know about their children before they start the provision, to successfully inform planning.

The contribution of the early years provision to the well-being of children

The key person system is effective and ensures that children's individual needs are supported well. As a result, children develop positive relationships with the staff because their self-esteem and confidence is effectively supported. For example, staff often use praise during activities, such as while mark making and naming objects. Children respond by smiling and joining in tasks and their behaviour is positive overall. Any minor frustrations demonstrated by children are diffused well by the staff through using calm explanations and channelling their energies into a variety of activities.

The links to home are effectively promoted through close partnership working with the parents. This involves discussing care routines and parents contribute to the provision by bringing in objects from home to support displays. Children join in fun activities and they receive good one to one support to help them successfully communicate during activities and develop social skills effectively. They respond positively to staff requests to come for a snack. Children's independence is positively fostered because the staff enable them to do tasks themselves, such as peeling their orange.

The environment is organised and resourced effectively, creating a stimulating environment for the children. Children can take safe risks. This is because the environment is effectively risk assessed. For example, they confidently and safely run in the large hall. Children also safely learn to operate equipment, such as a paper roller. They use the large hall to run, roll hoops and throw and catch balls. However, opportunities for children to receive regular fresh air and to further develop their physical skills outdoors, have not yet been fully explored, to ensure that while the outdoor space is

undergoing alterations, children's well-being continues to be fully supported.

Children eat nutritious food at snack time, which promotes their good health. For example, they eat fruit, such as oranges and they freely access water. Children develop appropriate hygiene practices, such as washing their hands at suitable times. Also the environment is hygienically maintained.

Transitions to other provisions are managed effectively to support children's well-being. This is because strong links are established with other local provisions, such as schools. Children are also receiving good support to develop well in the three prime areas of learning, which are skills that will support children effectively when they attend school.

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

The staff demonstrate a good understanding of the safeguarding and welfare requirements. This ensures that the children are protected well within the environment. All staff hold an enhanced Criminal Record Bureau check. The safeguarding policy is clear and readily available. The policy is effective in keeping the staff and parents aware of what to do if there are any emerging concerns. The learning and development requirements are implemented well overall, to promote children's successful development towards the early learning goals. The staff understand their roles well in the provision. They are organised and are deployed effectively to meet children's individual learning needs and to keep them safe. For example, each area in the provision is checked for hazards before children use the provision. Regular meetings are held with all the staff to highlight how individual children can be supported. Supervision meetings are held at appropriate intervals, to support staff in their role at the provision.

Staff have worked hard to make positive improvements since the last inspection. For example, the systems for evaluating the provision have continued to develop well, resulting in good, ongoing continuous improvement. For example, the staff have extended their partnerships with parents, through gathering information from them regarding their child's progress before they start. Parents are also involved in using questionnaires where they can voice their views on how the provision operates. The policies and procedures have been successfully updated and this includes the use of mobile phones and taking photographs in the provision, in order to safeguard children. The action and recommendations raised from the last inspection have been implemented well. For example, the risk assessments have been successfully improved. Hand washing facilities are now fully operational and the visitors book shows times of arrival and departures. Drinking water is now easily accessible. In addition, the staff have worked hard at implementing the requirements of the revised Statutory Framework for the Early Years Foundation Stage. All of these improvements support children's safety, well-being and learning, positively.

Partnerships with parents are strong overall. The records sampled at the inspection are consistently clear that the parents can see marked improvements in their children's development since attending the provision. Comments sampled relate to children's good

progression in their communication and language development, confidence and counting skills.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

Setting details

Unique reference number	EY400438
Local authority	Bradford
Inspection number	875162
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	17
Name of provider	Karmand Community Centre Creche
Date of previous inspection	05/05/2010
Telephone number	01274669593

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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