

The Light of The World Community Centre

Gaythorne Road, West Bowling, Bradford, West Yorkshire, BD5 8AY

Inspection date	20/12/2012
Previous inspection date	06/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The acquisition of communication, language skills, personal, social and emotional development is supported sufficiently well. As a result, children are confident, sociable, and able to express their own preferences and interests.
- Transition arrangements are developing well. Parents and carers are kept adequately informed about their child's progress; these partnerships suitably support children's development.
- The key person system is firmly embedded and as a result, children feel safe and emotionally secure. There is strong emphasis on meeting children's overall health and well-being, consequently children's needs are very well supported.

It is not yet good because

- The educational programmes for understanding the world are not covered in sufficient depth and resources are limited. As a result, children do not have the necessary tools to maximise their learning and understanding of technology.
- There is adequate monitoring of children's progress across the aspects of all seven areas of learning and development. However, this is not robust enough to ensure children are effectively provided with meaningful challenges and experiences throughout the seven areas of learning, for example understanding of the world.

- Parents are not fully encouraged to share information regarding their child's learning and development at home in order to provide a consistent approach ensuring children's learning is extended and consolidated.

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 voluntary and compulsory parts 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 two main rooms and the outside area.
- The inspector spoke with the managers and key persons at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the provider's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The Light of the World Community Nursery School was registered in 1998. It is located on the site of The Light of the World community centre in West Bowling in Bradford. The

nursery operates from 7.30am to 5.30pm each weekday and closes during public holidays. It operates from purpose-built premises in the community centre. The nursery comprises of two base rooms with free-flow outside play areas, including garden spaces. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of early years education to three- and four-year olds and funding for priority children across all ages.

There are currently 24 children aged between three months and under five years on roll. The after school care club runs from 2.30pm to 6pm each weekday for children age four to 13 years, and during school holidays the club opens from 8.30am to 5.30pm. Children attend mainly from the local area. The setting supports children with special educational needs and/or disabilities.

The board of trustees are responsible for the management of the nursery. The manager oversees the day-to-day management of the nursery. There are 13 staff employed to work in the nursery; all hold appropriate early years qualifications. There are two members of staff with the level four qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for understanding of the world by providing further opportunities and experiences for children to show an interest in technological items or real objects.
- improve the observations and assessments to consistently take into account each child's progress against all aspects of each of the seven areas of learning; using this information to effectively plan and shape individual learning experiences for each child.

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

- develop and review the system for working with parents by encouraging them to share information about their child's learning at home.

Inspection judgements

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

Children suitably enjoy their learning in an environment where they are able to make choices and decisions regarding what they want to do and how they want to spend their time. They choose resources and readily self-select toys and equipment as they play, enhancing what they are doing as they become independent and active learners. Consequently, their personal, social and emotional development is supported. Babies develop their physical skills appropriately as they explore their environment. For example, they reach out and grasp items, such as utensils in the sand play and explore the textures of play materials, using all of their senses. Toddlers enjoy the shakers, making music and laughing as they explore the noises each one makes, discovering the cause and effect of objects banging together.

Practitioners sensitively support children using praise and encouragement. For example, they help children put on their wellington boots and praise them for managing to put on their coats. As a result, children's confidence and esteem is promoted. Practitioners suitably develop children's learning through extending child-initiated activities. For example, resources for making marks, construction, role play, as well as, malleable resources, are all within easy access to the children, to make choices from, as they enjoy making rolling, pressing and making buns from the dough.

Children access the sensory and nature spaces for activities to develop their sensory understanding. However, adequate independent access and use of technology equipment, such as computers, cameras and telephones does not fully support children to extend their understanding of technology. This impacts on children's understanding of the world. Children enjoy the mix of adult-led and child-initiated activities. They are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. For example, they are confident in negotiating the outdoor spaces and make large splashes from the leaping jumps they make. They show confidence and safety as they balance, climb and ride. Children are provided with daily opportunities to go outdoors and develop their physical skills as they wrap up warm, putting on coats, hats and gloves and eagerly go out to play. The children develop their coordination and use their imagination appropriately in pressing buttons on the Santa and copying the noises made.

They enjoy using their language skills to express themselves as they enjoy talking about the weather conditions and making links with their outdoor play session. Practitioners undertake regular observations and assess where children are in their development. However, they are not consistently covering the aspects of each of the seven areas of learning. Tracking of children's progress, therefore, is not consistent to quickly identify next steps in learning then use this information in order that planned experiences are challenging and effectively linked to individual children needs.

Parents have appropriate opportunities to be involved in their child's learning. However, at present, practitioners do not maximise these opportunities to ensure parents are involved and that their input is noted with details of children's learning at home. They are invited to attend parents' evenings where they discuss and comment on their child's progress. Regular newsletters are sent to inform them of the topic and themes planned for. They speak to their key person daily and a comments book is available for parents to provide

feedback. Comments from parents are positive and include how they feel they are welcomed and how much their children enjoy attending.

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

Children settle well because practitioners have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensure that all children form positive and trusting relationships with the practitioners. Babies also settle well because practitioners take the time to find out about their routines through discussions with parents. They can then ensure continuity of care by following the same sleep and feeding patterns. Children seek practitioners for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. In addition, this means children build secure bonds and attachments with their key person. Children independently access suitably organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with practitioners and peers. Examples of children's work are put on display to appropriately boost their self-esteem.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from practitioners. For example, they share their outdoor resources and take turns to decorate the Santa. This demonstrates their suitable understanding of working with their peers. They are encouraged and praised and their efforts are acknowledged appropriately. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys and helping to wash up their lunch plates. This demonstrates they are learning skills for the future. They develop self-care skills well, for example, they put on their own coats before going out outside, attend to their toileting needs and make healthy choices at lunch and snack times.

Practitioners support children well so that they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet. There is a good nappy-changing procedure for young children, and practitioners ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on-site. Practitioners have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. Transitions within the nursery, from one age group to another, are suitable. When older children transfer to school, staff provide an overview assessment that includes relevant information around the children's development. This means children are sufficiently prepared for their transition.

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

The management team have an appropriate understanding of their responsibilities with regard to the welfare and safeguarding requirement of the Early Years Foundation Stage. As a result, a range of appropriate policies and procedure are in place and reviewed. The

monitoring of the educational programme has not been as effective, resulting in a weakness in the area of understanding the world, and an inconsistent approach to observation and assessment. This has an impact on effective delivery of the educational programmes, for example understanding of the world. Children are safeguarded from abuse because staff are clear of their role and of the action to take should they be concerned. In discussion, they demonstrate their suitable awareness of the signs and symptoms of abuse in order to assess any potential situations where action may need to be taken.

The manager appropriately monitors performance through formal appraisals and supervision, including observation of staff's practice. Training is encouraged, for example, childcare related courses and statutory training, such as first aid are undertaken. New staff members undertake a robust induction into the setting including their role and responsibilities. Regular team meetings allow staff to give their ideas and contribute to the evaluation and development of the provision. Parents are consulted during the settling in period of their child and engage in discussion with the key person. Parents speak highly of the provision and feel confident in staff meeting their children's care needs. The management team work with other agencies to support children with identified additional needs. For example, they work closely with health professionals and on occasion translators. In addition, managers are developing strong links with local schools to ensure transition arrangements are continually improved

The nursery has sound capacity to sustain continuous improvement because self-evaluation is developing as part of the settings aims in line with local authority quality improvement plans. The management team are focused on driving improvements and are developing plans to ensure partnerships with early years quality teams, local schools and other settings add value to the setting. The setting is working closely with the local authority. The action plan prioritises and targets aspects of the provision. For example, future arrangements to embed the new Early Years Framework. Therefore, evaluation is sufficiently accurate in identifying gaps in the provision. The recommendations raised at the last inspection have been fully implemented to improve outcomes for children. For example, the setting have introduced robust procedures for risk assessment to ensure children are kept safe.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY387721
Local authority	Bradford
Inspection number	892599
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	72
Number of children on roll	40
Name of provider	The Light of The World Community Centre
Date of previous inspection	06/04/2010
Telephone number	01274 730640

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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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