

Keighley Community Nursery

Braithwaite Grove, Keighley, West Yorkshire, BD22 6JB

Inspection date	04/02/2013
Previous inspection date	17/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
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

- Children enjoy their time at the setting and are very well settled. As a result, they show high levels of confidence and self-esteem.
- Staff regularly share information with parents and involve them in their child's learning and development. As a result, partnerships with parents are strong and they are complimentary about the staff and the setting.
- Partnerships with external agencies have been appropriately formed. This means that children requiring additional support are identified and their individual needs are met.

It is not yet good because

- Staff do not engage with children to a consistently high standard and the monitoring of children's progress is not fully embedded. As a result, challenging and motivating experiences and children's next steps are not always planned, in order for them to make good individual progress in their learning and development.
- Practices followed during fire evacuations are not robust to ensure children's welfare needs are consistently well managed.
- Opportunities for children to become independent and prepared for the transition to school are limited.
- Staff are not fully aware of the weaknesses of the setting and this impacts on their ability to consistently improve the provision.

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 children in the four main playrooms.
 - The inspector completed a joint observation with the deputy manager of the setting.
 - The inspector held a meeting with the deputy manager and spoke to staff and children throughout the inspection process.
- A range of documents were inspected, including children's files, planning, staff suitability checks, training certificates, policies and procedures and the setting's Ofsted self-evaluation form.

Inspector

Laura Hoyland

Full Report

Information about the setting

Keighley Community Nursery was registered in 2004 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a committee-run setting situated in a purpose-built building in the grounds of Rainbow Children's Centre, Keighley, West Yorkshire. There is an enclosed area for outdoor play.

The setting employs 20 members of staff, who work directly with children. Of these, 11 members of staff hold appropriate early years qualifications at level 3. One member of staff is a qualified teacher. The setting opens Monday to Friday, all year round and operates from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 132 children on roll, of whom 107 are in the early years age group. The setting provides funded early education for two- three- and four-year-old children and it supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure the safety of children, staff and others on the premises in case of a fire or other emergency, with specific regard to taking emergency contact numbers and accurate registers out of the building during evacuation
- provide challenging and enjoyable experiences for children in all areas of learning and development by: ensuring children's identified next steps are planned for and ensure their progress is assessed regularly to identify and quickly close any emerging gaps.

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

- support children to become more independent and prepare for school by giving them small responsibilities. For example, allow them to set the table at mealtimes, self-serve their lunch and have opportunities to pour their own drinks
- improve self-evaluation to ensure that it is rigorous and effective. Develop further the improvement plan to drive forward quality and support children's achievements over time.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. They have attended training on planning for individual children and are still in the process of embedding their learning to ensure that all children make good individual progress from their starting points. Staff regularly observe children and plan for their interests well, ensuring that all of

them have activities that staff know they will enjoy. Monitoring of children's progress is in place and staff are able to accurately identify any emerging gaps. Although, gaps are identified, they are not always quickly closed because staff do not consistently plan for children's individual next steps. Consequently, children make steady individual progress in their learning and development.

Children enjoy a wide range of activities planned by their key person. They excitedly use large tools to make patterns in paint, explore corn flour with their fingers and draw pictures of shapes. All these activities allow children to develop both their creative skills and their early literacy skills. Older children, access the computer and pretend to type while others concentrate filling and emptying cylinders and buckets in the water tray. Although, children enjoy playing with a variety of resources, they are not consistently challenged to learn further skills or encouraged by staff to think of new ideas. This means that opportunities are not always used effectively to extend children's learning and support them to make good individual progress in their development.

Younger children seek out staff to read stories to them and sit for long periods of time looking at the pictures and pointing to objects, which they recognise in books. Staff sit close to babies and engage in conversation. As a result, children effectively develop early communication skills. There are a number of children on roll, who require additional support from a speech and language therapist, who have been supported well by staff. Meetings are held with individual children's parents, the therapist and staff to ensure that all parties work together to support children to make progress both in the setting and at home.

Parents feel involved in their child's learning and development. For example, they are able to access their child's development file because they are displayed outside their child's room. In addition, regular parents' evenings, progress reports and daily verbal communication means that parents are regularly kept informed with how children are progressing in all aspects of their learning and development.

Children are adequately prepared for their transitions to school. For example, staff know, which schools children are going to attend and they discuss these with them. In addition, staff invite teachers into the setting to meet the children, so that they are familiar with their new carers. However, there is scope to develop children's independence skills further, in order to prepare them for school

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

Children are settled and happy in the setting. They happily wave their parents off when they arrive and immediately find friends and resources to play with, this demonstrates their emerging confidence and self-esteem. Positive relationships have been created between children and their key person. This is because staff get to know children when they are settling-in and they become familiar with children's likes, dislikes and routines. Staff spend time talking to parents during their initial visits with children and develop positive relationships with them. Consequently, children feel safe and secure in the setting and parents feel happy leaving them with staff they trust.

Children regularly exercise both inside and outdoors. They access bicycles and balls outside and enjoy wearing waterproof clothing to access the outdoors in inclement weather. Indoor exercise opportunities are held twice a week in the children's centre where children can move around freely and enjoy 'music and movement' classes. This supports children to develop a positive attitude to caring for their bodies and following a healthy lifestyle.

Meals and snacks are freshly prepared on the premises by the cook. Children are given a range of fruit and vegetables to eat throughout the day and can access water from their own individually labelled cups. Children sit together in small groups at snack and mealtimes and staff support them adequately. However, children are not provided with ample opportunities to develop independence skills ready for school. For instance, staff cut up the food of older children rather than supporting them to try to accomplish this task themselves. Also, children are not given small responsibilities to help lay the table or serve their own food. This means that there is scope to develop further their independence and social skills.

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

The deputy manager is currently managing the setting due to the manager being absent. She has adapted well to the role and has started to make positive changes to the environment and to the staff team, raising morale and supporting them to develop professionally. The deputy manager has listened to parents' views through distributing questionnaires, spent time talking to children and staff and consequently, has started to reflect on the setting's strengths and weaknesses. However, this is still in its infancy and lacks rigour and as a result, a clear improvement plan that supports children's achievements over time is not yet in place.

A recent serious incident required Ofsted to set actions to ensure staff fully understood the setting's safeguarding policy and procedure. This also includes the course of action to take following an allegation made against a staff member. In addition the lead practitioner for safeguarding was required to attend a child protection course. The management immediately took action to ensure children are suitably safeguarded in the setting. All staff have received safeguarding training and are aware of the setting's safeguarding policy and the course of action to take if they are concerned about a child's welfare. They have suitable knowledge of what to do if they are concerned about the practice of staff and who to report any allegations against staff to. All staff have had an enhanced criminal records checks and are safe to work with children. In addition, staff competently keep the premises safe and secure. For instance, they risk assess all aspects of the premises and check visitors' identification on arrival to ensure that they are safe to be in the building. Also, staff follow the procedure for evacuating the setting on hearing the fire alarm and role model to children how to leave the premises safely. However, contact numbers of parents and accurate registers with all children, who are present on them are not taken out of the building. This compromises children's safety should they not be able to return to the building.

Staff are supported well by the deputy manager. For example, they have regular supervision meetings and discuss their any training they would like to attend. This supports them to continue to develop professionally. Staff meetings enable staff to discuss the planning and how they are supporting children to progress. Consequently, weaknesses in the documents used for planning are often addressed and staff support each other to continually improve. This creates a positive attitude from all staff to strive for improvement.

Parents are very complimentary about the setting and the staff. They discuss how involved they feel and how much their children enjoy coming everyday. Recent questionnaires enable parents to give their views open and honestly and they feel listened to and very supported by staff. Staff have also created positive relationships with external agencies. They know where to seek additional support for children and who to contact should they need any advice and guidance. This means that partnerships with parents and others are strong.

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	EY288392
Local authority	Bradford
Inspection number	896463
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	132
Name of provider	Keighley Community Nursery Ltd
Date of previous inspection	17/03/2010
Telephone number	01535 665648

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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.

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.

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