

Parkland Two's

Parkland Primary School, Old Park Road, BRADFORD, West Yorkshire, BD10 9BG

Inspection date

Previous inspection date

28/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are motivated, keen to learn and make sound progress in their development. They demonstrate positive relationships with their peers and the staff caring for them.
- Children are well nourished. They enjoy a good range of healthy foods which help to promote their health. The outdoor area is very well presented and provides good opportunities for children to further develop their physical skills.
- Partnerships with other professionals are strong and ensure children receive the consistent support they need in their care and learning.

It is not yet good because

- Some children's learning is restricted because staff practice is not consistent and not all staff plan for individual children's next steps in learning in relation to what they already know and can do.
- Text which is clearly written and easy to see is not displayed at children's level to further develop children's communication and language development.
- Current partnerships with parents are not used fully for parents to contribute and share their views with regards to their child's learning prior to completing the progress check at age two years.
- Self-evaluation is not rigorous enough to ensure that identified areas for improvement with regard to children's learning are fully addressed, which hinders their progress.

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.

Inspection activities

- The inspector observed activities in the playroom and in the outdoor area.
- The inspector spoke with the acting children centre manager, manager, deputy manager, staff and children at appropriate times throughout the day.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a selection of other documentation.
- The inspector took account of the views of parents spoken to on the day and views presented in the children centre comments book.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Parkland Two's was registered in August 2012. It is located on the site of Parkland Children Centre in Thorpe Edge in Bradford. The setting operates from 8.45am to 11.45am each weekday during term time and closes during public holidays. It operates from purpose-built premises in the children centre. The nursery comprises of one base room with free-flow outside play areas, including garden spaces. The setting is registered by

Ofsted on the Early Years Register. The setting receives funding for the provision of early years education for two- to three-year-old children. There are currently 12 children aged between two and under five years on roll. Children attend mainly from the local area. The setting supports children with special educational needs and/or disabilities.

The children centre manager is responsible for the overall management of the nursery. The nursery manager oversees the day-to-day management of the nursery. There are three staff employed to work in the nursery; all hold appropriate early years 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 programme by ensuring that all staff use observation and assessment of children's achievements consistently to plan for individual children's next steps in learning.

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

- enhance the two-way communication with parents so that they are fully involved in sharing their views about their children's learning before the progress check at age two years is completed
- develop self-evaluation by improving the monitoring of the educational programmes with regard to consistency of staff practice
- enhance the learning environment by displaying text that is clearly written and easy to see at children's level, so that children can learn about words.

Inspection judgements

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

The staff demonstrate a sound awareness of the Early Years Foundation Stage. Children make satisfactory progress in their learning. Staff plan interesting and challenging activities and experiences that meet the individual needs of all children sufficiently well. The educational programmes have sufficient depth and breadth across the seven areas of learning which ensures children are motivated and eager to learn. Staff initially ask

parents questions on their child's care needs and some information obtained relates to the child's learning achievements. Staff record observations in order to assess each child's stage of development. However, planning for children's next steps in learning is inconsistent. Some staff are stronger in their understanding of providing activities that effectively support next steps for individuals than others. This means that not all children make as good progress as they could. Assessment records are available to parents at all times, and they are invited to take them home. Staff frequently observe children's learning and clearly record their findings in children's individual learning folders. Staff also complete the progress check for children aged two years and give parents a summary report. However, there are fewer opportunities for parents to reflect with the key person and share their views before the summary is written, in order to provide a complete picture of children's overall learning.

Resources in the room are plentiful and easily accessed by children. This encourages all children to explore, investigate and develop skills needed to prepare them for school. Staff maximise the use of the indoor and outdoor areas and ensure both areas promote children's learning well. For instance, throughout the session, young children can freely choose to play outside. In the outdoor area children enjoy a wide range of activities which include, painting with water, bike play and catching games. Children generally engage well with staff, listening carefully to the rhymes which enable them to successfully anticipate some key events and phrases. For example, they talk about birthdays and in the outdoors say, 'Happy birthday to you' and 'ready, and steady, go'. However, text which is clearly written and easy to see is not fully displayed at the children's level so that children can learn effectively about words. Consequently, this impacts on further developing their communication and language skills. All children involved in the outside games concentrate well and develop their physical skills. They have great fun as they play hiding games and then run away laughing and screaming. Children are also encouraged to listen to the noises they hear within the outdoor environment. Children are encouraged by adults to consider mathematical concepts, such as empty and full as they use items, such as bottles and foam in the water area. Children's creativity is promoted appropriately as they choose to play with a variety of art and craft, small world, construction and role play resources. Young children begin to treat baby dolls with care, and older children pretend to be mums or dads as they dress up and play in the role play area. Children access resources in a science area. Opportunities to explore and investigate include baking, gardening and using the sensory spaces.

There are strong transition arrangements with the linked Parkland Primary School. There are meetings with nursery staff on a regular basis to ensure moderation and consistency in tracking progress. Consequently, the arrangements facilitate a consistent approach to meeting the children's needs and interests.

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

The nursery garden includes areas for planting and growing, and in the spring children help to prepare the soil and plant seeds. They learn about healthy eating as they grow vegetables and help to harvest them. Children visit and gain an awareness of different parts of the local community, and at the same time learn how to keep themselves safe.

For example, they walk to the local parks and while doing so they learn how to cross the road safely and how to use the pedestrian crossing. Children's personal, social and emotional skills develop very well. They are settled, happy and confident as a result of positive relationships between children and their key people. Young children play happily alongside others and seek out staff for support, and friendships have formed amongst older children.

Staff are very consistent in their management of behaviour, with a focus on positive reinforcement in order to boost children's self-esteem. Children learn to share, take turns and consider others. They gain an awareness of different traditions and how other people live. Resources reflect positive images of diversity, and labels in the playroom are written in different languages. In order to ensure each child's emotional security, parents are asked to settle their child in gradually, and children are suitably prepared for their transition within the nursery and into other early years settings and school. Admission information on each child's care needs is thorough. Parents are provided with information on safety, illness, accidents and meals.

Children's good health is considered very well, because providing them with a balanced diet that includes good portions of fruit and vegetables each day is given a high priority. Snacks are very healthy, varied and nutritious, and children enjoy their food. For example, children understand the importance of eating the vegetables as they describe how the fresh tomatoes and lettuce is good for their bodies. Children's social skills are promoted appropriately at snack times. They sit together and talk to each other and to staff in a relaxed atmosphere as they enjoy their food. Children are developing strong ability to attend to their self-care needs. They are aware that they must wash their hands before eating and after using the toilet and they are encouraged to put on their own coats before playing outside. They confidently carry out the good hygiene practice and explain to staff that they have washed all the germs off their hands. This demonstrates children have good understanding of hygiene.

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

All staff are aware of their responsibilities with regard to protecting children from abuse. A safeguarding policy is accessible to staff and parents and is in line with the Local Safeguarding Children Board procedures. Copies of policies and procedures, including complaints, are provided for parents, and these successfully reflect the ethos of the nursery. Children are safeguarded because recruitment and selection procedures are clear. Staff are not allowed unsupervised access to children until all checks are completed.

The management team ensure that staff are aware of the revised Early Years Foundation Stage and the guidance in Development Matters in the Early Years Foundation Stage. As a result of this guidance, documentation has been amended so that staff assess children's stage of development appropriately. However, not all staff use this information to plan the next steps in learning steps for all children in their key group. In addition, the development of children's communication and language skills is hindered by staff not fully using text in and around the nursery environment. In order to ensure improvement,

advice and support is welcomed from local early years advisors.

The management team monitor staff 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. Self-evaluation is being developed. However, the action taken is not rigorous enough to ensure fully effective practice with regard to planning for all children. Parents are consulted at the settling-in period of their child and engage in discussion with the key person. However, parents are not fully involved in the contribution to their child's learning, to help them make the best possible progress.

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 speech and language professionals. In addition, there are good links with the linked Primary School to ensure transition arrangements are continually improved.

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	EY451676
Local authority	Bradford
Inspection number	821989
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	12
Name of provider	City of Bradford Metropolitan District Council
Date of previous inspection	Not applicable
Telephone number	01274617405

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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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