

Ark Day Nursery

490 Halifax Road, BRADFORD, BD6 2LH

Inspection date

Previous inspection date

12/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 thoughtfully planned playrooms create enabling environments for all children to promote independence and engage children in purposeful play. Children benefit from a good range of play materials to support their learning and development.
- Effective systems for planning and assessment result in an accurate understanding of all children's skills, abilities and progress. Every practitioner has a good awareness of how all children learn and make the most of opportunities to promote children's learning through play, discussions and group activities.
- The manager effectively develops the staffing team through monitoring and evaluation. This enables the management team to bring about changes to improve outcomes for children.
- Children's behaviour is good because staff make their expectations of children clear. This enables them to learn to care appropriately for their environment and their resources within it, as well as developing the ability to take turns and share.

It is not yet outstanding because

- Opportunities for children to develop their listening and attention skills through the use of puppets and props, is not fully extended.
- Parents' views are not fully taken account of when completing the nursery's evaluation form, to ensure they are used in the improvement process.

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 looked at resources in the eight playrooms.
- The inspector observed children playing and completed a joint observation with the manager.
- The inspector talked with the manager and deputy manager and looked at a variety of documentation.
- The inspector looked at children's learning records and planning.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Ark Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a renovated large terrace in the Wibsey area of Bradford, West Yorkshire. The nursery serves the local area and is accessible to all children. It operates from eight playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 120 children attending and of these 95 are within the early year's age group.

The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance young children's sustained interest in books and songs, for example by using puppets and other props to encourage listening and responding
- build on self-evaluation by extending how the views of parents are incorporated, to further assist in identifying areas for future development.

Inspection judgements

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

Children play, learn and develop in an environment that has a good range of age appropriate toys and activities available for them. They have good opportunities to participate in individually planned activities, which the staffing team plan thoughtfully. All planning is based on the children's interests and abilities and provides challenge to progress their development. A detailed system of observation and assessment means that staff can plan specifically for the needs and age of each individual child and cover the areas of learning. An efficient key person system is in place, where they understand children's starting points, using information gathered from parents, and they record the next steps of learning. This ensures children progress in their educational learning and develop their individual skills well for future learning. Staff make parents feel welcome in the nursery and provide daily feedback. In addition to this there are regular consultations and daily sheets, so that parents are continually involved in their children's learning and development, both in the nursery and at home.

The manager and staff demonstrate a secure knowledge of the requirement of the two year old check. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to

accurately assess two year old children's development and provide relevant information to aid their progress. The nursery has a good transition policy and procedure in place. They are building links with local schools and share the children's profiles with them. This ensures good continuity of care and education.

Children become familiar with the routines of their nursery, for instance, preschool children confidently put on their coats and wellingtons when getting ready to play outside. This enhances their sense of belonging and independence. Children all sit together to listen to a story about the creepy crawlies. This encourages children to relate to the spiders they have seen and also explain how some of the spiders are 'massive' and how some are tiny. This develops children's concept of size and also communication skills. However, some children's concentration is limited whilst stories are being read to them. This does not always fully promote their listening and attention skills, as puppets and props are not always included to support this area of learning. All children of all ages have a good selection of books which are easily accessible to them. Babies choose the cloth book and look at the pictures with staff.

Children have good opportunities to develop their technology skills, as they move from one toy to another, press the buttons and listen to the noise of the cat and dog. They pick musical instruments out of the baskets scattered around the floor and shake them, laughing as they make a noise. Babies get opportunities to develop their art and design skills, as they let staff paint their feet and then excitedly move along the paper, looking at the prints they have made. Staff give lots of encouragement to the older babies who are not keen to have their feet painted and let them use brushes. Some recognise the colours they are using and get lots of praise from the staff.

More able children enjoy playing outside in the snow, making snowmen, jumping in, and throwing the snow, telling their friends how cold it is. They develop their imagination as they take pretend cheese from the outdoor playhouse and offer it to the staff, saying 'I cooked this, it's yummy'. All children are very sociable and talk to each other about many topics, which promotes their understanding of the world around them.

All children's communication and language skills are good. More able children sit together at snack and lunch time and hold conversations with each other and show great confidence as they engage staff members in discussions. For example, they are keen to explain to visitors that they have had crackers and they spread the butter on them.

The nursery has good displays of photographs of the children along with art displays and all are supported well with words in dual languages at children's level, making it a welcoming and bright environment for children.

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

Staff support children's well-being effectively. For example, the key person system works very well, with the children and staff forming strong bonds. The nursery offers all parents settling in times for their children and these are flexible according to their needs, helping the child's separation from their parents, putting them at ease and promoting their self-

esteem.

The nursery has good transition procedures in place for when children move from one room to another, as well as when the children have a new key person allocated to them. For example, children move to the new room gradually, introducing them to new staff and new routines. Staff also complete transition reports to pass on to the new key person and these also contain parents' contributions. This ensures continuity for children in a happy environment.

Children in the nursery behave well. Staff's gentle, yet consistent approach with children sets them good examples on which to model their behaviour. Children are responsive to the staff, and are learning right from wrong. Children are learning to cooperate with each other to complete tasks. For example, children are encouraged to share when they have a disagreement with the computer and staff's appropriate intervention and good clear explanations to them, encourage the children to take turns. This helps to develop their personal and social development, through learning to share with others.

Children's health and hygiene is promoted well. They are given lots of opportunities throughout the day to access the very well-resourced outdoor area, where they run about, make snowmen, climb on the slide and learn to balance on the climbing frame. This supports children's physical development. They also learn about the importance of good hygiene through regularly washing their hands before snack, lunch and after painting and they listen as staff explain to them how they are 'washing away the germs'. Staff use individual face cloths for babies and each room has an anti-bacterial gel hand machine. All children have their own drinking cups which are labelled with photographs of them along with their names. Older children practice good personal care routines as they independently wash their hands prior to having snack and use disposable towels. All these procedures help to prevent cross infection and promote healthy living. Staff also follow a good nappy changing routine, using disposable gloves and aprons. Children eat good quality home cooked food and staff take care to meet individual children's dietary needs and parents' preferences for children. Children have a choice of milk and water throughout the day. Menus are displayed for parents to see and all food is fresh and includes pasta, rice, fish, jacket potatoes, soup, fruit and vegetables.

Children learn about how to stay safe both in the nursery and outside. They regularly practise fire drills, along with staff teaching children how to walk around the nursery safely, especially when going up and down the stairs. They also learn about how to cross the road when out on walks to the library and places of interest within the community.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully aware of. All staff have attended training on safeguarding and this is updated every three years, ensuring that their knowledge is recent should they have any concerns. Robust recruitment, vetting and induction procedures are in place,

ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure. Staff have good opportunities for supervision and appraisals with the manager. There are with regular staff meetings and training needs are identified to ensure that all staff update their knowledge and professional status. Staff ensure that all planning is completed weekly and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The manager and staffing team demonstrate a good capacity to maintain continuous improvement. They are currently completing an updated self-evaluation to ensure they are working in line with the new Early Years Foundation Stage and also identifying their strengths and weaknesses. They listen to children's thoughts and ideas when updating the evaluation. However, comments from parents are not fully taken on board to further assist in identifying areas for future development. The staffing team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

The nursery has built up strong links with outside agencies to ensure children's development is supported and also parents' needs and wishes are adhered too. For example, staff have good relationships with local authorities and Special Educational Needs Co-ordinators.

The nursery has built good partnerships with parents; the manager ensures that settling in periods meet with parental needs. Parents receive information through regular newsletters, and informative notice boards, where all key people's photographs are displayed. Parents are very complimentary both when interviewed and in recent completed questionnaires. For example, they say how pleased they are that they are included in their learning, by writing in their children's learning records.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		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	EY452344
Local authority	Bradford
Inspection number	880686
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	120
Name of provider	Rachel Strong

Date of previous inspection	Not applicable
Telephone number	01274418981

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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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