

Willows

Ryecroft Primary Academy, Kesteven Close, BRADFORD, West Yorkshire, BD4 0LS

Inspection date

Previous inspection date

14/05/2013

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

- Practitioners have a good knowledge of how young children learn and the characteristics of play. They plan an interesting range of activities in the prime and specific areas of learning.
- Practitioners implement a well-established system of individual support that helps children form secure attachments and promotes their well-being and confidence.
- Practitioners provide children with stimulating activities and resources, which they can choose to play with in a variety of ways, to help them become independent learners.
- Children's development is given priority by confident practitioners. Children who require extra support are identified quickly and helped to narrow the gap in their achievement.

It is not yet outstanding because

- Children are not always provided with opportunities for free-flow access to the stimulating outdoor environment. This lessens opportunities for their all-round development and to explore the natural environment.
- Information and communication technology equipment to support children's growing understanding of how things work is not always well supported.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spent time observing practitioners' and children's activities, both inside and outside.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding, staff suitability, policies and procedures, and the self-assessment document.
- The inspector took account of the views of parents spoken to on the day.
- The inspector provided feedback at the end of the inspection.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

Willows Nursery was registered in 2012 on the Early Years Register. It operates from one main playroom and other facilities, including an outside play area, within Rycroft Primary Academy in Holmewood, Bradford.

The nursery serves the local community and draws children for the two-year-old funding entitlement. It is open five days a week from 8.45am until 11.45am and 12.15pm until 3.15pm Monday to Friday, during term time only. There are currently 27 children on roll attending a variety of sessions. There are four members staff, of whom the manager has a foundation degree in Early Years Studies and other practitioners have qualifications at level 2 and 3. The setting receives 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:

- extend the educational programme by providing free-flow opportunities for outdoor play and access to nature
- provide more resources to promote children's information and communication technology skills, such as computers, cameras and programmable toys.

Inspection judgements

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

Children enjoy a wide variety of activities that help them make good progress in their learning and development towards the early learning goals. The educational programme, in the main, is effective in meeting the needs of all children and identifies the next steps in their development. Exciting and interesting activities are planned, taking into consideration children's interests. The staff work with parents and share information about children's development so they can plan for their next stages and help them make good progress.

Children are happy, confident and comfortable in their surroundings and they are eager to learn and investigate. Practitioners support children well in their communication and language skills, as many children are below the expected attainment levels when they join the provision considering their age. Practitioners quickly identify these shortfalls in children's learning and very quickly plan an educational programme that fully supports them to narrow the gaps in their achievement.

Practitioners speak clearly to children and provide an environment that is rich with both written and spoken words. For example, all boxes of resources are labelled, and words are all at child level and easy to read. This helps children to learn that words carry meaning. Practitioners are enthusiastic and motivated and this reflects on the care given to children, who respond to them well. Children are offered adequate opportunities to learn about other cultures and ways of life. For example, they access some resources, such as books and toys, which give information and positive images of the wider world.

Children are sociable and interact with each other well. For example, children play in the sand tray together or play with hoops as they learn to interact with one another. Practitioners ask children open-ended questions to help them think for themselves and solve problems, such as jigsaws. Children learn to recognise numbers, shapes and colours as part of developing their mathematical skills. Children have opportunities to experiment with making marks and to develop early writing skills. For example, they help themselves to writing materials during craft activities. Play with water, sand, play dough and paints all contribute to enabling children to express their creative skills. Although practitioners make every effort to ensure all areas of learning are available to children, the provision of information and communication technology is not maximised for the older children in order to fully support their development of skills for the future. Children's progress in most areas of learning is helping them develop their skills, attitudes and dispositions they need to be ready for school or the next stage in their learning.

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

Children's well-being is nurtured through very effective provision for their personal, social and emotional development. All practitioners display sensitivity and a good understanding of how to organise the provision so that children feel valued and accepted. Children enjoy being here and show confidence in practitioners, who successfully boost their confidence and progress. The effective key person system and strong team build children's trust in the adults who care for them and enable effective sharing of information with parents about children's needs.

Children behave very well, playing with each other and sharing resources without the need for practitioners to intervene. This is because all children benefit from a high ratio of practitioners, who constantly participate in their play and who are on hand to help them if needed. Children are interested and engaged in their play. They are absorbed in their freely chosen play as well as enjoying the adult-led activities. For example, children participate in playing with small world figures, using their imagination to create situations of their choice. This enjoyment of learning results in children who are ready to confidently progress to their next stage.

Children's good health and well-being are given careful attention as this provision is set up to cater for the needs of two-year-old children who are entitled to funding for early education. All children receive a hearty breakfast consisting of a variety of cereals, toast and crumpets, together with morning and afternoon snacks consisting of a wide selection of fruit. All children attending morning and afternoon sessions are provided with bottles of

milk. This excellent service ensures that all children's health is given the highest priority before engaging them in nurturing activities to promote all-round development.

Children understand the importance of good hygiene and know why they must wash their hands before eating. They enjoy exercise and fresh air daily as part of a healthy lifestyle. They access the outdoor play area daily during regulated times, and this restricts free-flow access to all areas of play. Also, because the provision has only been operating for a several months, during the cold season, practitioners have not been able to make full use of the enclosed playing fields and forest areas. This means children's awareness of the natural world and access to outdoor play is not promoted as well as possible.

Practitioners support children's understanding of the need to share and take turns and to respect each other's feelings. They praise children and thank them for their efforts. As a result, children are self-motivated and aware of their boundaries and expectations for good behaviour. Good daily practice and ongoing explanations from practitioners support children in building a secure understanding of safety. For example, children learn how to use the rollers and cutters safely when using play dough.

The provision is committed to working in partnership with others. All children are well prepared for smooth, seamless transitions and are ready for school through developing partnerships with the onsite school nursery, which children will attend.

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

The team of practitioners understand their duty to protect children. There is a comprehensive safeguarding policy and stipulated procedures in place, which practitioners know and implement well. All practitioners receive safeguarding training, which helps them to promote children's welfare effectively. Robust recruitment and vetting procedures help to ensure adults working with the children are suitable to do so. This helps to ensure that children are cared for by practitioners who have the required skills and commitment to their care and education. Practitioners have regular opportunities for supervision and appraisals with the management team. Together they identify and plan training needs to enable all staff to update and expand their knowledge, improving outcomes for children.

The management team responsible for overseeing the running of the provision check its effectiveness through continuous monitoring of practice. Self-evaluation processes are in place to assess how well the provision meets the requirements of the Early Years Foundation Stage Framework. Practitioners are actively encouraged to feed back their views on management decisions. This system encourages them to reflect on their practice and helps with continual assessment of the quality of the provision. Practitioners and parents are encouraged to contribute to the self-evaluation processes. Practitioners provide input at team meetings, and parents contribute through questionnaires and verbal feedback. Plans for improvement are relevant and ongoing through action plans. The management team is highly motivated and conscientious with an aspiration for high quality care and continuous development.

All practitioners have a good knowledge of the Early Years Foundation Stage, resulting in an educational programme that is broad and interesting. Hence, children are narrowing the gap in their achievement as they make good progress towards the early learning goals. The manager works alongside practitioners, acting as a good role model and observer of practice. Practitioners observe, record and track children's achievements in accordance with their age and stage of development. The manager oversees this process to ensure that all children are progressing well in their development.

Parents are enthusiastic about the provision and describe practitioners as very easy to approach, saying how much they trust them. Parents feel their children are well supported and that practitioners take time to get to know them. Parents are becoming familiar with their children's development and progress because they are beginning to review their children's learning records frequently. Parents spoken to at the inspection all reported that their children are making good progress and developing skills to support their transfer to the school nursery. Consent is used to confer with specialist agencies or professionals if there are queries about children's individual needs. Practitioners implement the advice provided to support children as needed. This means that all adults make strong contributions to meeting children's individual needs.

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 action. 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	EY454865
Local authority	Bradford
Inspection number	892257
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Northern Education Trust
Date of previous inspection	not applicable
Telephone number	01274 683128

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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, which are usually the childminder's 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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