

Wilsden Village Nursery School

Village Hall, Townfield, Wilsden, Bradford, West Yorkshire, BD15 0HT

Inspection date	03/05/2013
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because practitioners do not effectively assess and control risks to children's safety. For example, the outdoor steps represent a hazard to children when they are not closely supervised and accident forms do not include time and date of accident which means it is difficult for managers to identify patterns of reoccurrence.
- Managers do not effectively monitor practitioner deployment, the key person system and the quality of teaching. This means children are sometimes not adequately supervised and practitioners do not always support children's learning well.
- Practice is variable. For example, some practitioners supervise activities, rather than use the children's play to extend their understanding and skills.

It has the following strengths

- Practitioners provide a broad range of interesting resources that promote all areas of learning.
- Children with additional needs and or disability make good progress, because their needs are well-met. For example, all children learn to sign so they can communicate with children that use this method of communication.

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 had a tour of the setting and discussed with the manager how the setting operates.
- The inspector observed the younger pre-school children's session in the morning and the older preschool children's session during the afternoon.
- The inspector observed practice both indoors and outdoors throughout the day.
- The inspector conducted a joint observation with the manager.
- The inspector talked to children, practitioners and managers throughout the inspection.
- The inspector looked at a range of documents including a sample of policies, risk assessments and children's learning records.

Inspector

Caroline Midgley

Full Report

Information about the setting

Wilsden Nursery School was registered in 1976 on the Early Years Register. It operates from two rooms within Wilsden Village Hall in the Bradford district of West Yorkshire. It is managed by a committee. The nursery serves the local area and is accessible to all children. The setting is open each weekday, term time only 9am to 3pm. Sessions on a Wednesday and Friday mornings are for the youngest children, some of whom also receive funding for nursery education. Children have access to a secure outdoor play area.

The nursery employs 11 members of child care staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. Volunteers also work at the pre-school. 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. It obtains support from the local authority and from the Pre-School Learning Alliance. The setting has attained the 'Inclusion Quality Standard Silver Award' and the 'I CAN Level 1' award.

What the setting needs to do to improve further

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

- ensure children's safety by effectively assessing and controlling risks to their safety. For example ensure the outdoor steps do not represent a hazard to children
- ensure that children are adequately supervised and are usually within sight and hearing of practitioners and always within their sight or hearing
- ensure that the key person system is working effectively at all times so that each child's needs are met and their safety is not compromised.

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

- monitor all practitioner's quality of teaching and provide training to ensure they support all children's learning well.
- improve accident record keeping by ensuring all accident forms include time of accident and date to enable any patterns of accident reoccurrence to be quickly identified.

Inspection judgements

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

Practitioners provide a range of interesting activities and the resources are sufficient to promote all areas of learning. Practitioners place emphasis on developing children's communication and language skills. Children with additional needs and or disability make good progress, because their needs are well-met. For example, all children learn to sign so they can communicate with children that use this method of communication. Children are encouraged to self-register using their picture and names. The resources are clearly labelled with words and pictures. This encourages children to develop an interest in words and in letters. Children develop physical skills as they climb on the pirate ship and paint and draw. There is a well-resourced maths area which contains toys and games that encourage children to count, compare numbers and recognise shapes. The investigation area has a range of interesting natural collections, for example, pebbles, wood and pine cones. Magnifying glasses and viewers enable children to look closely at these and other interesting finds. In this way, children learn about the world around them. Other opportunities throughout the nursery also enable them to become skilled in using technology. There are opportunities to explore and use a range of creative media. For example, children experiment with colour and texture as they mix liquid and powder paint.

However, teaching is inconsistent and practitioners are not always on hand to support and extend children's learning because of the way they are deployed. For example, although there are three distinct terraced areas outdoors, only one member of staff is generally outside and so cannot support children's learning in two of the three outdoor spaces. Some practice is good, for example a practitioner encourages children to investigate and develop their own ideas as they make a construction from planks of wood to cover a raised bed. She encourages the children to explain what they are doing and what is happening, by commenting on what she sees and by asking a few questions that encourage the children to think, explain and make links with other observations. Practitioners teach all children to sign so they can communicate with children who use this method of communication. However, some practice is poor, for example, some practitioners supervise activities, rather than use the children's play to extend their understanding and skills or use too many questions that require a short 'correct' answer.

Practitioners observe children's play and use this to plan appropriate activities. Each child has a learning journal which includes observations, photographs and summary assessments, including a progress check at age two years where this is appropriate. The learning journal is available for parents to look at and to contribute to. The setting is changing the way they record children's progress and has just introduced a new computer-based system that once established, will allow them to record and track the progress of individual children and groups. Practitioners take photographs and make notes on electronic devices. The system will also shortly allow parents to access their children's records and they will be able to add their observations via this system. The system will also allow the setting to translate the observations into different languages. This will help ensure all parents work in close partnership with the setting and promote children's learning and development.

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

Children's safety is compromised because practitioners do not effectively assess risks to children's safety. For example, the first and second terraced areas outdoors are linked by a flight of steep steps. There is also a flight of steep steps from the top terrace up to the car park. These steps are not guarded and represent a hazard to children, particularly when children are not closely supervised and/or children are playing on tricycles and other wheeled toys. Children are unsupervised as they ride tricycles adjacent to unguarded steps, which is a breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. This is in relation to staff deployment and safety and suitability of premises. There is a key person system in place but practitioners do not generally work in key person groups with the children. This means it is difficult for them to keep track of the whereabouts of individual children and their safety is compromised.

Outdoors, there are three separate areas where children can develop their physical skills and get fresh air and exercise. There is an interesting and stimulating mud garden where children can investigate and experiment. Another area provides opportunities to climb and play imaginatively on a pirate ship. A third area offers opportunities to ride on wheeled

toys and investigate collections of interesting natural materials. Children's behaviour throughout the nursery is good. Children consider each other's feelings. They share well and pass each other resources. This is because the practitioners are good role models. Children are encouraged to be independent and learn to begin to take responsibility for their own well-being, for example, they pour themselves drinks. The setting works in close partnership with the local primary school which means children are well-prepared for the next stage in their education.

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

In a recent incident, a child was unsupervised for a short period of time. Although the manager has put in place increased supervision and monitoring of staff, this is not yet sufficient to ensure children are safely supervised at all times and there are uncontrolled risks to children's safety. The managers are well-qualified and understand the learning and development requirements of the Statutory Framework for the Early Years Foundations Stage. They are beginning to monitor practitioner's performance. They ensure that they adhere to some aspects of policy and practice. For example, they check that practitioners set up the room correctly at the beginning of each session. However, they do not monitor the quality of teaching rigorously which means that not all children are taught effectively. Children with additional needs and/or disability are well-provided for in the setting, which works closely with other agencies. This means children who need additional support make good progress towards the early learning goals.

The managers regularly organise team building and training opportunities, both internal and external. They sometimes link with the local school for joint training events. For example, some staff attended training on teaching phonics at the local primary school. Such links help ensure practitioners continue to develop their practice and this improves outcomes for children. Staff recruitment processes are robust. There are clear policies in place that help safeguard children, for example, the use of mobile phones is not permitted in the setting and managers ensure all practitioners are knowledgeable about signs and symptoms of child abuse. This helps ensure children are safe. The managers and practitioners regularly review their practice. For example, at a recent staff training event, they reviewed and analysed all aspects of their practice. They constructed a display from this analysis which they regularly refer to in order to continue to improve the quality of their provision. However, this process is not fully effective as it did not identify and adequately control the risks that the steps posed to children's safety. In addition, the accident forms do not always include a time and date. This makes it difficult for managers to check if there are any patterns emerging that may need further investigation, in order to help ensure children are safe. The setting regularly consults parents. A recent questionnaire identified that parents were unhappy about the way the setting communicates with them. The manager has put in place a range of strategies to address these problems, including improving administration systems and purchasing a web-based system of communication.

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	302008
Local authority	Bradford
Inspection number	916858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	74
Name of provider	Wilsden Pre School Committee
Date of previous inspection	19/05/2009
Telephone number	01535 275534

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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