

Woodroyd Children's Centre Plus (First Steps Nursery and Creche provision)

Woodroyd Road, West Bowling, Bradford, West Yorkshire, BD5 8EL

Inspection date	29/04/2013
Previous inspection date	12/11/2009

The quality and standards of the early years provision	This inspection: 2
	Previous inspection: 1
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

- Staff provide good support for children with special educational needs and/or disabilities. This ensures children make secure progress given their starting points.
- The key person partnership is effective and ensures that children form strong and secure attachments. Staff have good knowledge about each child's care needs. Consequently, they ensure high quality care is delivered to meet all children's needs.
- The effective management and cohesive staff team are committed to reflecting on their practice, which contributes to the continuous development of the setting and supports children's achievements over time.

It is not yet outstanding because

- Best practice in teaching style is not being systematically monitored and shared amongst staff, so that all children consistently benefit from the most effective teaching methods.
- There is scope to extend staffs' storytelling skills through the use of a range of props, so that they capture and sustain children's interest when reading story books.

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.

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 during adult-led and child-initiated opportunities in the different group rooms and outdoor play area.
- The inspector held discussions with the children centre manager, nursery manager, deputy manager, resource teachers, staff and interacted with the children.
- The inspector looked at children's learning records, the planning records, evidence of staff suitability and other relevant documents including safeguarding procedures.
- The inspector took into account the views of three parents spoken to on the day.
- The inspector completed joint observations with the nursery manager and deputy manager.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Woodroyd Children's Centre Plus (First Steps Nursery) is run by Sure Start West Bowling. The nursery was re-registered in new premises in 2007 and is on the Early Years Register. The purpose-built nursery is situated within a modern building incorporating the children's centre and the Primary Care Trust. Children are cared for in age appropriate groups, in four rooms, all with direct access to secure outdoor play areas. The nursery is also fully equipped to cater for children with severe and complex medical needs. This includes accessible toilet facilities, a treatment room and a sensory room.

The nursery employs 35 staff in total. Of these, one holds Early Years Professional Status, five hold an Early Years Degree, 15 hold early years qualifications at level 3 and the rest of staff are working towards childcare qualifications at level 2 and 3.

The nursery is open from 8am to 6pm all year round, for 51 weeks of the year. There are currently 146 children attending who are in 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:

- monitor the use of peer observations to further promote consistency in practice, so that all children benefit from the most effective teaching styles that fully support their learning and development
- build on storytelling skills, for example, by introducing a wider range of props, to capture children's interest and further encourage their listening and attention skills.

Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment in which to learn through play. They are happy, settled and enthusiastic, which enables them to make good progress in their learning and development. Staff understand the needs of every child in their care and know what

interests them, which they use as a basis for taking their learning forward. As a result, children consistently display the characteristics of effective learning. For example, they investigate a variety of media, such as recycled materials, dough, paint and the feeling of using the cereals to make crunchy noises. Babies explore using foam, sharp sand and access natural materials in the treasure basket. Toddlers have a wonderful time experiencing numerous games in the role play area as they enjoy the role play equipment.

The indoor environment is rich in text and number to support the development of children's literacy and mathematics skills. Staff gather detailed information from parents, so that they gain a clear picture of children's starting points and interests. Purposeful observations and precise assessments are used effectively to identify children's needs and inform future planning. Children's progress is closely tracked and each child has their own learning record, which shows that they consistently make good progress in their development. Teaching techniques are largely effective because staff positively interact with the children, extending their play with new ideas and asking pertinent questions. Staff in the pre-school areas show good teaching skills during extended thinking activity games around the lifecycle of chicks. They organise children in groups to take part in looking at how the chicks have grown and formed wings. However, this higher level of teaching is not fully consistent across the nursery because some staff are better than others at extending children's learning, particularly during small group activities.

Staff use successful strategies to engage all parents in their children's learning, such as holding parents' evenings, organising equipment loan schemes and encouraging them to share their observations from home. Children who speak English as an additional language are very well supported by staff, as they provide books in dual languages and encourage parents to provide words in their home language. Most of the children listen well to stories and enjoy the books being read to them, but younger children are not always fully engaged and some occasionally lose interest. Although staff use puppets as props, they do not consider extending the visual props, such as using the visual board marker signs, to further enhance children's enjoyment.

There is a strong focus on supporting children to acquire skills in the prime areas of learning, which helps them to gain the attitudes and abilities that prepare them well for school. Children have a wealth of opportunities to develop their balance and coordination skills, both indoors and outside. They enjoy singing action songs and moving their bodies in time to the music. They take part in fun activities to support their understanding of phonics and they develop their vocabulary when they share books. Staff also follow the 'Every Child A Talker' to support children's non-verbal communication. Children explore their imagination when they re-enact stories outdoors, and they develop their understanding of the world, for instance, when they celebrate various festivals throughout the year. Close and collaborative working with teachers also ensures children's summative assessments are shared. Consequently, the arrangements for children when they move to school are good.

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

A well-established key person system and the effective deployment of staff enable children of all ages to form secure emotional attachments. This successfully promotes their developing independence and exploration. For example, babies actively seek out their key person for comfort and cuddles for reassurance when they are tired or hungry. Children demonstrate high levels of self-control during activities and display confidence in social situations. Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Their behaviour is good because staff provide clear boundaries and implement the behaviour management policy consistently throughout the nursery. Effective settling-in procedures and the sensitive interaction of staff ensure that children who are new to the setting develop a strong sense of belonging. They settle very quickly, demonstrating high levels of contentment and confidence.

Children's individual work is attractively displayed which makes them feel valued and promotes their self-esteem. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day-to-day routines and understand the procedures in place to ensure they are kept safe. For example, they talk about not running indoors and using the scissors safely. Staff promote good health and well-being in a variety of different ways, for example, children have access to good quality outdoor provision where they enjoy the benefits of physical exercise and fresh air.

Children develop self-care skills, for example, putting on their own coats before going out outside, attending to toileting needs and making healthy choices at lunch and snack times. Staff support children well, so that they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet. There is a good nappy-changing procedure for babies and young children and practitioners ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on site. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. Consequently, children's health and well-being is promoted very well.

The nursery enjoys positive relationships with both parents and other agencies and this also has a positive impact on children's overall well-being. Good record keeping and effective communication ensure transitions within the nursery, from one age group to another, are smooth and effective.

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

The management team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The designated persons for child protection are experienced and fully trained in this role. Robust systems are in place to ensure the ongoing suitability of all staff and trainees. This includes appropriate vetting checks and induction programmes. Effective performance management systems are in

place. The management team monitor the educational programmes and the delivery of the learning and development requirements in a number of ways. These include staff appraisals, training days and whole staff team meetings. They are fully supportive of staff gaining further qualifications and offer in-house training to enable them to continue to develop their professional skills. For example, all staff members participate in a mandatory training programme, which includes safeguarding. A well-organised range of security measures, risk assessments and policy documentation is in place. These help to make sure children are protected from harm while in the nursery and when out visiting local places of interest.

The nursery has embedded strong reflective self-evaluation practice alongside the local authority quality improvement plans. The recommendation from the last inspection has been effectively addressed. For example, the nursery has good transition arrangements in place with local settings. This demonstrates the nursery's strong commitment to maintaining ongoing improvement. In addition, management are beginning to complete peer observations, so that they can watch and learn from each other. However, these are not yet closely monitored to fully promote consistency and ensure that all children benefit from the highest level of teaching practice. Also, managers recognise the wider use of props during group story sessions extends children's thinking skills and builds on their good communication abilities.

The nursery staff have established warm and welcoming relationships with parents, who are fully informed of their children's learning and development and regularly contribute to their children's learning journeys. The views of children, parents and staff are valued and actively sought through numerous events which include parent meetings, the dad's group and the use of family support interpreters. They receive useful information about the nursery and on matters relating to children's development. Parents are highly complementary about the nursery. They think it is very good place and think their children have definitely made good progress. Children benefit from the nursery's location on the children's centre site, with useful two-way communications established with, for example, family support teams and specialist trained staff to support learning for children with special educational needs and/or disabilities. Consequently, children receive the appropriate intervention and support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY335903
Local authority	Bradford
Inspection number	909871
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	146
Name of provider	Sure Start West Bowling
Date of previous inspection	12/11/2009
Telephone number	01274 777 035

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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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