

Wyke Community & Children's Centre

Huddersfield Road, Wyke, Bradford, BD12 8AA

Inspection date	29/04/2013
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 a wide range of suitable learning opportunities across all the areas of learning, taking account of children's interests and individual needs. As a result, children are making good progress given their starting points.
- Staff have very good relationships with the children; this means they are settled, comfortable and confident in their care. They also have good relationships with parents, which ensures they can meet children's needs well and in line with parents' wishes.
- Excellent information for children and good relationships with local schools ensure a smooth transition for all children when they start school.

It is not yet outstanding because

- Children do not have opportunities to use displays of numbers and letters to support their play and learning outside.

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 toured the premises and the outside area.
The inspector made observations of the children and then discussed these with key staff. She also made joint observations with staff and discussed their practice with them and the manager.
- The inspector viewed the policies and procedures, risk assessments and samples of planning, monitoring and assessment.
- The inspector took account of the views of parents and children through both discussion and written evidence.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Wyke Community and Children's Centre Nursery was registered in 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an adapted building as part of the children's centre in the Wyke area of Bradford, and is managed by a local manager. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The out of school club operates from adjacent rooms and uses a separate outdoor space.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one has a level 2 qualification. There is also a member of staff with Qualified Teacher Status. The nursery opens Monday to Friday for 48 weeks a year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 55 children attending the nursery who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. There are 45 children attending the out of school club, of whom three are in the early years age group. The out of school club opens from 2pm until 6pm during term time and 8am until 6pm during school holidays. Both settings support a number of 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:

- expand opportunities for children to use numbers and letters by developing displays and notices outside.

Inspection judgements

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

Staff have an excellent understanding of how children learn and plan activities across the seven areas of learning. They understand the importance of supporting children in their physical, personal, social and emotional development, and their communication and language as a basis for their future learning. Activities are planned precisely to take account of each child's individual needs with a good mix of adult- and child-initiated learning opportunities. Communication and language is identified as an area of concern for some children and staff have therefore developed focussed strategies to provide additional support where needed. As a result, all children make the transition to school with good communication skills. Staff have very high expectations of the children and work hard to

enable them to make the most of their potential. They encourage independence in their learning but are also ready to provide support when needed. For example, children enthusiastically select resources for themselves both inside and out, whether developing their physical strength on the ropes and climbing equipment or using magnifying glasses to observe insects in the bug house.

Children are developing an excellent understanding of the world and confidence in different surroundings through their Forest School activities. Visits to the woods are used to enable them to learn about their local community and develop an interest in wildlife and trees. They are developing an excellent vocabulary, and are able to discuss the walk to the woods, activities they have enjoyed, including floating twigs on the stream or paddling, and the flowers, birds and insects they have seen.

Each child's development is monitored and assessed regularly to ensure they are making suitable progress, whatever their starting points. Observations identify the child's achievements with photographs to illustrate their play. Each observation shows the area of learning, the level of development and the next step; while regular tracking highlights any areas of concern. All the children are supported extremely well and the staff work closely with outside agencies when necessary. Children's progress is shown to be very good as they receive support tailored to their needs, with individual learning plans devised by key persons to enable them to enjoy their learning.

Staff promote children's language effectively by ongoing conversation, encouraging them to participate in stories or when using the small world toys. Since the last inspection, daily outdoor play has been supported by the installation of a conservatory open to the outside space. This is used to promote children's physical development by providing fresh air at all times even when the weather is very cold. Children are confident moving around the outside area and interested in the garden, growing seeds to plant out and assisting with care of the chickens. Although letters, labels and numbers are used to great effect inside the nursery there are few opportunities for children to see labels and displays outside to promote their language and numeracy skills.

The children are interested in the world outside their local community. They are curious and interested to learn about other countries, with celebrations of festivals and different foods providing interesting ways of informing them. The nursery has a very inclusive ethos and has clear procedures in place for the care of children who speak English as an additional language or those with special educational needs and/or disabilities. Staff obtain simple words from parents to help children feel comfortable, settle and communicate effectively to support their development. The staff enjoy introducing children to other cultures to raise their understanding of the world and how other people live. They are very inclusive in their practice, treating all children and families with equal respect. There is a good range of books and resources to support activities and parents provide additional information if needed. Individual learning plans are developed with outside agencies and parents to ensure continuity of care, and good one-to-one support enables children to make progress over and above what is expected.

Parents are given excellent opportunities to participate in their children's learning and development. They receive information about language and literacy with songs and

rhymes, books and stories available for them to use at home. New leaflets about 'Every Child a Talker' explain why the scheme has been introduced and give ideas for activities to promote language and communication skills. Parents have frequent discussions with key persons about their children's development and parents' sessions to see what they have been doing. Stay and play sessions have been introduced for parents and children under two years of age. These sessions enable them to become familiar with the environment in the children's centre and ensure a smooth transition when children settle in the nursery.

The nursery has good relationships with local schools and the transition process is extremely well supported and runs smoothly for all children. Books have been created for the nursery children containing photographs of the school and their teachers. They also use school uniforms in the home corner as part of their dressing-up clothes. Visits to school by children and their key persons, and by school staff to the nursery, ensure children's development levels and their interests are effectively communicated. The children are confident in new situations, develop independence in their personal care and become very good communicators in preparation for school. They are already keen to visit their school and look forward to attending.

The out of school club provides a safe and secure environment where children can play and learn after school. Learning journeys are created for children within the early years age group, and these identify the progress they are making. Staff complete observations and include areas for future support. Children's physical development is supported very well through outside activities and their sense of adventure promoted by use of the nearby woodland. Photographs show a wide range of activities and achievements while using the outside space and on outings into the community. Safety is of the highest priority but children are also able to take risks in well-supervised conditions, so learn to keep themselves safe. For example, they are able to use the fire pit and go for treks into the countryside. The staff have appropriate qualifications and experience to meet the needs of the children.

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

Staff build good relationships with parents when children start to attend the nursery. There is a clear settling-in process when staff and parents exchange information about the children to ensure their needs are met. Staff also make observations with parents to inform their initial assessment of the children's level of development so they can provide appropriate activities to meet their individual needs. The key person relationships enable parents and staff to work closely together to ensure the children are happy and that they are effectively supported to make good progress, whatever their starting points.

Children are settled and comfortable in the nursery through forming strong attachments with their key persons, and feel confident to discuss concerns with them. Children show by their behaviour that they feel safe in the nursery. They have built good relationships with both adults and other children. They share and take turns, for example, when playing in the sand they are happy to wait until their friends have used the spades. Staff model good manners and children are polite to them and each other.

Resources are readily and easily accessible to the children, and they can help themselves to promote their own interests. Staff plan activities and adapt the plans precisely to meet children's individual needs. Children are becoming independent in choosing their activities and helping themselves to drinks, this is also fostered at meal times as they help prepare the tables and clear away after meals. They sit together with the staff to eat and meal times are a pleasant social occasion where they chat happily with their friends.

The children are developing a good understanding of their own physical needs, such as healthy eating, and how they develop their strength and fitness by being active, climbing and running around. Children's understanding of healthy eating is promoted effectively by the well-balanced diet they eat of nursery prepared meals and healthy snacks, and when they harvest and eat their produce. They grow vegetables outside in the garden which also develops their understanding of the natural world and their care and concern for living things. This is supported by the care of three chickens within the grounds. They understand how important good hygiene practice is to prevent infection. They enjoy being outside for fresh air and visiting the nearby woods, which supports their healthy lifestyles.

Safety is of the highest priority within the nursery and when children are out in the local community. They learn to use resources with care, particularly when younger children are present, and do not throw items around. They also learn about the need for good road safety practice when out in the community, visiting the local parks or the nearby woodland, to prevent accidents. Children are aware of the emergency evacuation procedure for the building, and regularly practise fire drills. They understand the importance of leaving the building quickly when the alarm sounds and know where to meet to keep themselves safe.

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

Staff have a very good knowledge of the Statutory Framework for the Early Years Foundation Stage, and use this knowledge very effectively to provide good quality care and education for the children. Staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns about children. Parents are made aware of the role and responsibility of staff to protect all the children in their care. Staff work closely with social care staff to ensure children's needs are met, and concerns shared. Comprehensive risk assessments are in place. They identify hazards and the appropriate steps to take to minimise risks and keep children safe and secure. The chicken-run and food storage were identified as a potential hazard with steps taken to ensure they are safe and do not attract vermin. The premises are safe and clean. Recent repairs to the ceiling in the kitchen have been completed. Staff are very conscious of the need to ensure only authorised persons have access to the premises and all visitors are identified before opening the door to the nursery. The environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence.

Policies and procedures are in place to ensure the safe and efficient management of the nursery. These are made available to parents in small booklets and include changes in line with the revised guidance. The required information about children is obtained, and

accident and medication records are appropriately maintained. Robust systems are in place for the appointment of staff to ensure only suitable people are employed. A thorough induction process ensures all staff, and students on work placements, are aware of their responsibility for the safe running of the nursery and the protection of children. Ongoing appraisals and supervision sessions are used to identify staff strengths and any future training needs. Staff also have the opportunity to discuss any concerns. The staff are all keen to provide high quality care and learning opportunities. They are well qualified and undertake training to further enhance the service they provide.

Self-evaluation is used effectively to identify areas for improvement, which can be included in the action plan, while also recognising the nursery's strengths. Parents are consulted on a regular basis to ensure their views are included and they know their opinions are valued. For example, they asked to receive more information about daily activities. These now displayed on a white board for them to see each day. Parents spoken to during the inspection are very happy with the care their children receive. They know their children are safe and secure, and are happy with the staff. They are also grateful for the support children receive to enable them to make progress and prepare them for school. Children do not currently attend other providers but procedures are in place to ensure a good exchange of information to meet children's needs if this occurs. The nursery has good relationships with other nurseries and childminders in the area through regular meetings and training courses.

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
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	EY377285
Local authority	Bradford
Inspection number	916472
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	61
Number of children on roll	100
Name of provider	Wyke Community and Children's Centre Limited
Date of previous inspection	02/07/2009
Telephone number	01274 414386

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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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