

Strong Close Day Nursery

Strong Close Nursery School, Airedale Road, KEIGHLEY, West Yorkshire, BD21 4LW

Inspection date	02/05/2013
Previous inspection date	29/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have a very good understanding of each child's interests and stage of development. Consequently, they effectively plan and support children to make good individual progress in all areas of learning.
- Children's learning is well supported between the setting and home. This is because staff fully involve parents in children's achievements and the next steps in their learning.
- Staff have created strong partnerships with external professionals. This means early intervention is sought and all children's individual needs are well supported.
- Children are learning to take appropriate risks and learn about dangers in the environment. This is because staff supervise children well and give them confidence to test their abilities.

It is not yet outstanding because

- There is scope to enhance the environment in younger children's rooms to further value their first language.
- There are further opportunities to support babies' and younger children's understanding about special people in their lives.

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 in all base rooms and the outdoor area.
- The inspector completed a joint observation with the deputy manager of the setting.
The inspector held meetings with the deputy manager and parents. The inspector
- held discussions at appropriate times throughout the inspection with children and staff.
- A range of documents in each room were inspected including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, qualification certificates, policies, procedures and the setting's self-evaluation document.

Inspector

Laura Hoyland

Full Report

Information about the setting

Strong Close Day Nursery was registered in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated approximately one mile from Keighley town centre and is owned and managed by the Pre-School Learning Alliance. It operates from three base rooms within Strong Close Nursery School and Children's Centre. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs 18 members of childcare staff. Of these, fifteen hold appropriate early years qualifications at level 3, including two members of staff with Early Years Professional Status and one member of staff holds Qualified Teacher Status. The setting opens Monday to Friday, all year round and sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 105 children on roll, all of whom are in the early years age group. The setting 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 the value placed upon children's first language, for example, by displaying more everyday words and signs in children's different home languages
- use a range of photographs to talk with babies about special people, such as, their family members to support their understanding about special people in their lives.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They are knowledgeable about each child's needs and their stage of development. This means they effectively plan children's next steps and support them to make good individual progress in their learning. Staff have a good understanding of the seven areas of learning. They regularly observe children and track their progress, this means they are able to quickly identify any emerging gaps in their learning and development and work to close them. Staff plan activities to motivate children to learn. For example, children thoroughly enjoy painting with a range of rollers and coloured paint. This is skilfully extended by staff as they talk about colours and shapes while at the same time role modelling new language

and encouraging children to practise new words.

Babies actively explore their environment and well-deployed staff ensure children are fully supported in their play. For instance, a number of children choose to bathe dolls outside, and is encouraged by staff who provide a range of cloths while talking to babies about what they are doing. Other children experiment with the sand, feeling the texture and using a range of tools to move the sand around. This supports children to explore a range of media and materials and try things for themselves. Staff support children to gain the skills required for future learning. For example, children gain confidence by exploring the large outdoor area, practise writing by forming the letters of their name and learn to sit and listen to instructions at group time. All these skills are transferable and will help them in their next move to either nursery or school.

The setting supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. These children are very well supported and make good progress from their starting points. Staff understand their needs well and work with other professionals and parents to devise individual education plans to enable all key people to work towards the same aspirations. Parents of children who speak English as an additional language are welcomed into the setting and work with staff to understand key words. Some staff speak additional languages and feedback to parents about their child's day in their home language. This makes parents feel valued and fully involved in their child's learning. The environment is well resourced and staff adapt the space to ensure all children are fully included in all activities. However, there is scope to further enhance the environment by displaying more words and signs in children's home languages, to ensure it is fully valued.

Parents are fully included in the life of the setting because staff understand the importance of working in partnership to ensure children's learning is consistently supported. Staff encourage parents to talk about children's learning at home in order to plan for their specific interests. In addition, parents can access their child's development file whenever they wish and are invited to regular parent consultation meetings. This means parents are aware of the stage of development their child is at and agreed next steps are put in place to support each child's individual progress.

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

Children feel very safe and secure in the setting because staff are always close to give them reassurance. Strong bonds have been created between the staff and children and consequently children have lots of confidence and high levels of self-esteem. There is a well-embedded key person system and all staff can discuss each of their key children's needs in depth. This demonstrates a good understanding and effective transferring of information between home and the setting. Children's routines are closely followed and children are happy to be left in the setting ready to start their session. However, there are further opportunities to strengthen children's understanding of the special people in their lives through regular discussion. Parents feel very supported by staff. For example, staff and parents meet with outside agencies together to discuss children's welfare needs and any interventions that may be needed. Staff work with parents during the transition period

when children move rooms to ensure children are well supported. For instance, parents are invited to meet the child's new key person and spend time in the room to learn about the routine and environment.

Children are learning how to adopt healthy lifestyles because a good range of healthy and nutritious meals are provided by the setting. Children's individual dietary requirements are taken into consideration when planning menus. For example, children who have dietary requirements because of their culture are provided with an alternative vegetarian meal. This means all children are provided with meals to meet their needs and preferences. Staff sit close to children to encourage them to eat and try new foods. This makes mealtimes a sociable and positive experience for all children. Exercise and outdoor play are a key strength of the setting. Children are encouraged to develop their physical skills in a wide variety of ways. For example, children climb on the climbing house, balance and negotiate their way through an obstacle course and enthusiastically play a range of ball games where staff teach them the rules of the game. Staff encourage children to take appropriate risks using stepping stones and climbing but are always close by to support children when needed. Children know the rules and boundaries in the setting and as a result they behave very well. For instance, they take turns when playing with toys and wait patiently for their friends to cross the balancing beams before they take their turn. This shows children's maturity and ability to behave in an appropriate manner.

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

The inspection was brought forward by Ofsted following a notification that a child with specific dietary requirements had eaten foods that they were prohibited from. At the time of inspection measures had been put into place to ensure staff are vigilant of all meals being served and eaten by children. The cook oversees the plating of meals and new systems for informing staff of children's requirements have been put into place. In addition, some meats have been removed from the menu and a vegetarian alternative is always available. This means that children's individual dietary requirements are met.

Children are safeguarded well in the setting because staff have all had safeguarding training and know what to do if they have a concern about a child's welfare. All staff have been subject to a rigorous recruitment and selection procedure and have all been vetted to ensure they are suitable to work with children. In addition, staff regularly update their knowledge and understanding of childcare issues through accessing both internal and external training. Each member of staff has their own log in to a wide range of training courses that have been provided by the Pre-School Learning Alliance. Staff are supervised and mentored well by the management team who regularly meet with them to discuss their performance. Regular appraisals and designated 'talk time' enable senior staff to monitor the planning and how staff implement the Early Years Foundation Stage. This means children's progress is closely monitored to ensure they all make good individual progress. Strong relationships have been established with a wealth of professionals who all contribute to children's learning and welfare. Staff are able to identify gaps in children's learning quickly and access support to ensure gaps are closed. Parents are very well supported in accessing additional support for their children and staff attend numerous

meetings to impart information and support parents. This means that staff and parents are very focused on supporting children to reach their potential.

Staff work well as a team and are proud of their individual rooms and the setting as a whole. They are able to identify the strengths of the setting and also the areas that they would like to improve. All staff are fully included in evaluating the service they provide and parents and children's views are sought in a variety of ways. All staff show a positive attitude to change and as a result there is desire for continuous improvement.

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	EY355932
Local authority	Bradford
Inspection number	910415
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	105
Name of provider	Pre-School Learning Alliance
Date of previous inspection	29/03/2011
Telephone number	01535 669833

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

