

Keighley Community Nursery

Braithwaite Grove, Keighley, West Yorkshire, BD22 6JB

Inspection date	11/06/2013
Previous inspection date	04/02/2013

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		3
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

- Security is breached because not all practitioners take reasonable steps to prevent unauthorised persons entering the premises and check their identity, resulting in a significant impact on children's safety.
- Arrangements for monitoring and reviewing the quality of teaching of practitioners is not effective, in order to ensure consistently good practice throughout the nursery.
- The quality of teaching is not consistently effective as some practitioners do not suitably engage with children and enhance the activity to extend children's learning. This results in some children whose learning is at a disadvantage.

It has the following strengths

- Practitioners are kind and generally attentive as children play and explore their surroundings.
- Pre-school enthusiastically join in the actions to familiar music, following simple instructions, developing their hand to eye coordination and physical development.
- Practitioners work well with parents keeping them informed of their children's care and learning while at nursery.

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 spent time observing practitioner's 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 provided feedback at the end of the inspection.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

Keighley Community Nursery was registered in 2004 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is run by a voluntary management committee and is a non-profit making organisation. It is situated in a purpose-built building in the grounds of Rainbow Children's Centre, Keighley, West Yorkshire. There is an enclosed area for outdoor play.

The setting employs 29 practitioners, who work directly with children. Of these, 19 hold appropriate early years qualifications at level 3. The manager has an early years qualification at level 4 and a senior member has a Foundation Degree in early years.

The setting opens Monday to Friday, all year round and operates from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 102 children on roll in the early years age group. The setting provides funded early education for two- three- and four-year-old children and it supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors
- implement each area of learning through planned and purposeful play, ensuring that practitioners consistently respond to each child's emerging needs and interests and guide their development through warm, positive interaction.

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

- extend the monitoring of staff performance by making sure the programme for professional development is effective and well-established so that practice is consistent across the whole of the nursery.

Inspection judgements

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

Most practitioners have a sound understanding of the Early Years Foundation Stage and provide a satisfactory range of activities and experiences. They carry out suitable assessments on children's learning to ensure that gaps in achievement are identified and activities are planned to ensure that they help children make satisfactory progress towards the early learning goals.

However, the quality of staff practice is variable across the nursery. Some practitioners do not suitably engage with children and interact during the activities to extend children's learning. Some practitioners provide children with opportunities to develop large muscle control, balance and coordination both indoors and outdoors. For example, children learn to walk along the length of crates, joined end to end or balance along the wooden beams. Pre-school children take delight in making movements to music as they follow simple instructions, learn to follow sequence, adapt to variety such as, moving fast and then slow or rolling hands forwards and then backwards. Hence, these children benefit from the good quality of teaching offered to them to enable them to make progress in their learning. However, within the same room some practitioners fail to notice a group of very excited children playing with musical instruments. They join in too late and are unable to enhance the activity.

In the baby room, practitioners sit comfortably with babies in the carpeted area and very caringly read stories to them and as a result babies become familiar with simple words to extend their vocabulary. Babies with special educational needs and/or disabilities are supported particularly well because the key person liaises closely with parents and outside specialist agencies to ensure that specific needs are met. In the toddler rooms some practitioners interact suitably with children and extend activities. For example, during a mark-making activity there was discussion about holding the pen properly or about the different colours. However, other practitioners in toddler rooms watched children playing in the water tray and failed to join in and interact with them and introduce new language. Some practitioners go through the motion of guiding one child at a time to wear an apron, sit at the table, use the brush to paint colours, fold the paper to reveal a butterfly and then immediately wash hands. This is repeated a few times to individual children without any learning taking place. These practices reveal that practitioners are inconsistent in the understanding of children's learning and development. Some practitioners are able to enhance and extend activities and are aware of the desired learning intention and as a result these children are learning and narrowing the gap in their achievement. However, other practitioners' practice is based on caring for children and they are not fully aware of the learning and development requirements. As a result, some children's learning is at a disadvantage.

Babies and children have independent access to toys which are appropriate for their age and stage of development. For example, babies crawl rapidly towards the soft toys with eagerness and excitement. Older children access their favourite activities, such as balancing on beams and painting. Babies' and children's communication and language development is fostered through regular conversations during play and daily routines. Practitioners encourage them to listen to stories and rhymes and as a result they develop a genuine love of books.

Positive relationships with parents and other agencies results in a suitable two-way flow of

information about their children's care and education. Parents receive daily feedback and regular written reports about their children's progress, which they can also contribute to. This includes the progress check at age two years. Useful strategies to engage parents in their children's learning are well received, such as homework to extend and build on the learning that is taking place at the nursery. Overall, children are suitably equipped with the relevant skills that they need to be ready for school.

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

A relaxed environment helps children to settle easily and engage quickly in the activities that are available throughout the play areas. Children are forming good relationships with practitioners and readily go to them for cuddles or seek support. Children are well behaved and learn about sharing, taking turns and know why certain rules are in place to keep them safe. For example, they know to wait when walking along the line of crates and take care not to bump into others when riding the bikes in the outdoor play area. However, as some practitioners are not vigilant in checking the identity of unauthorised persons entering the building, children's safety and that of practitioners' is placed at a significant risk.

The resources available are of good quality and the rooms are clean, bright and welcoming. Children enjoy suitable opportunities to explore and express their creativity through using a variety of arts and crafts materials, sand, water and sensory experiences, such as feathers.

An effective key person system is in place across the whole nursery. Practitioners take time to gather information from parents prior to them settling in. This enables them to plan effectively to meet children's individual needs. Parents know who their child's key person is enabling them to share information on a regular basis. Appropriate procedures are in place to support children's smooth transition when they move to other rooms in partnership with parents without causing distress.

Children benefit from well-balanced, nutritious meals and snacks, which are freshly prepared on site by a cook. They receive fresh air and exercise as they regularly access the outdoor environment, which helps them learn about staying healthy. They are beginning to understand the need for a healthy diet as some practitioners talk to them about the benefits of foods. Their knowledge is further enhanced as they plant, grow and harvest fruit and vegetables in the garden.

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

This inspection was carried out as a result of concerns about the wrong child who was assessed by a health visitor due to a breakdown in communication. As the previous manager was away due to long term sickness, the deputy manager has ensured that

arrangements are now more rigorous to ensure that precise information is obtained from visitors before allowing access to children. Also, as part of self-reflection, the deputy manager has addressed all the actions and recommendations from a recent inspection to ensure that practice is improved within the nursery for the overall benefit of children under their care. All practitioners contribute to the self-evaluation of the nursery and the views of parents are valued and incorporated to make further improvements. The nursery has recently expanded to take on children for the two year old funding and a separate building is used for this. A newly appointed manager is beginning to understand the ethos of the nursery and is in the process of making changes to improve the running of the nursery.

All practitioners have a secure understanding of safeguarding issues in relation to child protection and how to implement the policy and procedures. There are effective systems in place to ensure that practitioners are suitably vetted, qualified and inducted. All the required records, policies and procedures are in place and up-to-date. For example, written procedure for behaviour management. Risk assessments and daily checks of the environment help to secure children's safety in the playrooms and outdoors. However, there was a breach in a legal requirement, as on the day of inspection, the inspector was allowed in to the nursery by a practitioner, without checking his identity and was left on his own. This significantly puts children's safety at risk. This also means that a legal requirement for both parts of the Childcare Register is not met.

Managers support practitioners in developing their understanding of the revised Early Years Foundation Stage and how to track children's learning and development. Practitioners have suitable opportunities to develop their skills and qualifications. Managers carry out annual appraisals and regular supervision that identifies strengths and areas for improvement. Personal development plans and room improvement plans are appropriately followed up to ensure that targets are being met. However, the managers have not established a rigorous process for monitoring the educational programmes and staff performance, in order to identify inconsistencies in the quality of teaching by some practitioners. This results in some children whose learning outcomes are not as positive as that of others.

Parents are kept well informed about the nursery through daily discussions with the key-persons. Children with special educational needs and/or disabilities are well supported by practitioners, who place an emphasis on building partnerships with parents and other professionals involved with children to meet their needs. Practitioners talk with parents daily on arrival and departure. Hence, parents are well-informed about their child's day. They are encouraged to view their children's development folders so they can discuss their progress in readiness for their move to school.

The new manager recognises the importance of supporting children's transition from the nursery into school and is in the process of introducing herself to the receiving schools in order to establish suitable links. Teachers visit the nursery to meet children so that they are able to find out background information to support their transition during a very important part of their lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register).

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	EY288392
Local authority	Bradford
Inspection number	921508
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	102
Name of provider	Keighley Community Nursery Ltd
Date of previous inspection	04/02/2013
Telephone number	01535 665648

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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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