

Spinning Top Childcare Ltd

2 Melbourne Grove, BRADFORD, West Yorkshire, BD3 8JT

Inspection date	20/05/2013
Previous inspection date	10/02/2012

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		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

- Risk assessments and action to taken to minimise hazards, both in relation to activities and use of equipment are, at times, insufficient to ensure children's safety.
- Teaching is variable and some practitioners tell children what to do rather than encourage them to find out for themselves by, for example, playing and exploring alongside them.
- Practitioners do not encourage children to talk about their own and others' behaviour and its consequences, which means they have less opportunities to take responsibility for their own and others' safety or develop a positive sense of themselves.
- Some resources, such as books, are in poor condition and the outdoor space and resources are not well organised, which reduces learning opportunities, especially outdoors.

It has the following strengths

- Key practitioners know children well. They make regular observations and assessments which they use to track children's progress and keep parents informed about their child's progress.
- Many of the resources are easily accessible. For example, paints are readily accessible to the children and collections of interesting resources are available for children to sort and investigate. This encourages children to play, explore and develop their ideas and strategies for doing things.

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 had meetings and other discussions with the manager, the deputy manager, the Early Years professional and the cook.
- The inspector observed children playing in self-chosen and adult-led activities, both indoors and outdoors and had discussions with key practitioners.
- The inspector carried out a joint observation with the Early Years professional. She spoke to practitioners and interacted with children throughout the inspection.
- The inspector held discussions with several parents and other family members, to receive their feedback.
- The inspector looked at policies, procedures and children's records, and checked evidence of practitioner's suitability and other relevant documentation.

Inspector

Caroline Midgley

Full Report

Information about the setting

Spinning Top Childcare Ltd was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in detached premises in the Thornbury area of Bradford, and is managed by company. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, all but one practitioner hold appropriate early years qualifications at level 2 or above, two practitioners have a degree in Early Years and one of these also has Early Years Professional Status. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 108 children attending, 95 of whom are in the early years age group. The nursery provides funded early education for 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

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that reasonable steps are taken to promote the safety of children in case of an emergency; this is specifically in relation to providing appropriate safety clothing and equipment to protect children from associated risks, when participating in the barbeque activity

ensure that risk assessments, when related to specific issues, such as the barbeque activity, are adequate to inform staff and to demonstrate how risks are managed

ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis; in particular the outside environment, in relation to the climbing equipment and how many children utilise it at any one time.

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

- ensure all practitioners have a clear understanding about the different ways children learn and how to teach effectively by, for example, thinking about children's understanding, exploring alongside them, and asking them open-ended questions
- encourage children to talk about their behaviour and others' behaviour and its consequences to allow children more opportunities to take responsibility for their own and others' safety and help them develop a positive sense of themselves.

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

- check resources, such as books, to make sure they are in good condition and appealing, and organise the outdoor space and resources to improve the learning opportunities for children outdoors.

Inspection judgements

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

The resources are generally appropriate and adequate to teach all areas of learning. They are mostly easily accessible to all children in each of the rooms. For example, paint is available for children to select. They can mix for themselves which enables them to explore using media and materials. The resources are generally arranged on shelves that

are labelled with words and pictures. There are collections of interesting resources and these are available for children to sort and investigate. For example, coloured and colourless glass pebbles; corks; jugs and funnels are provided near the water tray. These encourage children to play, explore and develop their ideas and strategies for doing things. However, books are generally in very poor condition. This reduces children's interest in books and reading for pleasure. The resources outdoors are also not well organised. This means the outdoor environment does not support children's learning as well as the indoor environment. The nursery has recently reviewed the methods they use to encourage children's mathematical development. They have introduced resources in each room to encourage this. Some practitioners use these resources well and encourage children to think about mathematical ideas by modelling and skilful questioning. They also introduce mathematical ideas into everyday activities and routines. Some practitioners, however, are less confident in knowing how to encourage children to learn well. They use these resources to test children's knowledge, rather than explore and investigate the possibilities of the resources with them.

The nursery uses displays to introduce children to print and words. For example, there is a large display based on the hungry caterpillar. This includes pictures, words and figures. However, this display does not include children's work and practitioners do not draw children's attention to the words or pictures or use this to further promote children's interest in words and numbers. Children have opportunities to exercise as they vigorously play outdoors. Children are active as they ride bikes, run and climb. Some practitioners plan exciting activities outdoors, for example, as they plan a camping and camp fire theme. However, the camp fire was not well managed and practitioners control the activities so much that children do not have opportunities to take responsibility for their own safety. Some practitioners generally supervise children, rather than extend their understanding, when they are playing outdoors. Because all ages of children share the same space, children's time outdoors is restricted to specific time slots.

Families are encouraged to share in celebrations with the children. For example, children make Father's day presents. This helps children develop a strong sense of culture and community. Babies and toddlers enjoy sensory experiences. They explore baskets containing a range of interesting shiny objects and materials. Practitioners provide bottles filled with a variety of materials, such as coloured water and oil. These challenge children's ideas and encourage them to explore and think. Children are beginning to recognise shape by using resources, such as shape sorters and jigsaws. Older children explore interesting resources. For example, children in both rooms for the older children have enormous fun as they investigate a builder's tray of shaving foam. Practitioners use this exciting activity to encourage children to be interested in writing letters and their names. They use discussion skilfully to encourage the children to think.

Practitioners observe children regularly. They write notes which they add to children's learning journals. Practitioners also complete regular assessments and the 'progress check at age two' for children in that age range. This allows parents to see what children are doing at the nursery and how they are progressing. Practitioners also communicate with parents through daily verbal feedback. This supports children's learning and shows a sound understanding of the importance of partnerships with parents. Practitioners also use this information to track children's development in each of the areas of learning. They are

beginning to use these observations to plan future activities. This means activities are beginning to be based on children's current interests and attainment. Activities are generally stimulating, challenging and varied and promote all areas of learning. As a result, children are developing the skills necessary to prepare them for school when the time comes. Key practitioners monitor the progress of all children. This ensures all children make at least satisfactory progress towards the early learning goals, although children are not always provided with appropriate levels of support or challenge in order to extend their learning further. Children who speak English as an additional language are appropriately supported by staff who speak and sing in some of the children's home languages, which gives children opportunities to use their home language in the nursery.

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

The key person system works well and parents know their child's key person. Children develop secure attachments and feel special and secure. For example, a child in the under threes room runs to greet their key practitioner as they arrive. Children are happy and settled and make a smooth transition into the nursery. The nursery is organised into three rooms, depending on the age of the child and whether they attend full time or for funded sessions only. Parents speak highly of the setting.

Children's behaviour is generally good. They generally play together well and cooperate. They are encouraged to share and take turns. However, practitioners tend to be very directive and do not always explain to children why they need to behave as requested. For example, children are told not to go near the fire. Staff repeatedly and sharply reprimand children for crossing the rope they have put around the metal fire pit. They do not always explain to the children why they should not play near to the fire pit. This means children did not learn to take responsibility for their own safety during this activity. This reduces their independence and sense of self-esteem and on occasions children are at risk from harm.

Children have healthy snacks and meals. For example, children enjoy slices of cheese and carrot and cucumber sticks and pour themselves milk or water. Meals are prepared freshly by the on-site cook. Children develop an understanding of the importance of personal hygiene as they learn the importance of washing hands before meals. Some displays are low to enable babies and young children to see them as they sit on the floor and crawl. Information for practitioners and parents is displayed in each area of the nursery explaining the reasoning behind the resources. Children in all rooms including the baby and toddler room can make their own choices from the available, easily accessible resources. This supports children's growing independence indoors although the outdoor resources are not well organised and some resources are in poor condition. This reduces children's opportunities and enthusiasm for learning.

The nursery carries out risk assessments which are reviewed regularly, but not all activities are well planned. This means children must be strictly controlled to keep them safe and they do not have opportunities to take responsibility for their own safety during such activities. The outdoor space is not well organised and is shared by all age groups.

This means children do not have free access to the area because the different age groups need to take turns to access the area to ensure younger children can play in safety.

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

Although risk assessments are undertaken they are ineffective in ensuring that children are safe and practitioners do not take appropriate measures to ensure children's safety. For example, when undertaking the barbeque activity a pre-school aged child was provided with waterproof trousers and adult gardening gloves. This meant that the child was not adequately protected from the risk of burning themselves. The area was cordoned off with the use of chairs and skipping ropes, which did not safeguard children from the risks presented. In addition, when children were utilising the climbing frame, staff did not deem it necessary to intervene when nine children were climbing on one climbing frame, which was not adequate for the number of children using it.

The deputy manager has been on safeguarding training in relation to managing allegations against members of staff and has also attended 'Safer Recruitment' training. Appropriate arrangements are in place to ensure that staffing ratios are maintained at all times of day, including early morning. There is a CCTV system that monitors the entrance to the setting. These measures help keep children safe. Practitioners have a satisfactory understanding of their roles and responsibilities in relation to child protection issues, such as reporting abuse and neglect. They have a good understanding of the written safeguarding policy and procedure so that they can take action to safeguard children if they have a concern about their well-being. Suitable recruitment procedures help ensure that all adults working in the nursery are safe and suitable to do so. Induction procedures are adequate and staff supervision has recently been put in place and this provides opportunities for practitioners to reflect on and improve their personal effectiveness. The team manager of the over three unit is knowledgeable about effective teaching and learning. She plans to introduce further mentoring to improve inconsistent teaching. The practitioners also benefit from regular guidance and support from the local authority. The deputy manager reviews the provision together with support from the local authority. The local authority are currently supporting the nursery in all areas of practice and is particularly focusing on improving opportunities outdoors.

Practitioners are encouraged to attend training extend their qualifications. All members of staff have, or are working towards, a level 3 qualification. Policies and procedures meet requirements and the nursery is putting in place systems to ensure policy and procedures are reflected in practice. Staff undertake daily visual safety checks to ensure that the indoor and outdoor areas are suitable for use. The setting is secure, and doors are controlled by an intercom system.

Liaison with parents is a strong feature of the nursery. Parents spoken to during the inspection are very complimentary about the setting. They say their children are happy to come to nursery, settle quickly and that they are well informed about what their children are learning. Displays keep them informed about the nursery and its policies and also other useful information. For example, a display informs parents about the importance of

sunshine and vitamin D. The setting works with parents and other professionals where there are concerns about children's development, to ensure that they make appropriate progress given their starting points. Management liaise with other providers and the feeder schools, and teachers are invited to visit pre-school children at the nursery. This enables the practitioners to promote continuity of care and ensure that children's learning and well-being can be continued. This aids children's transition to school.

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	EY281446
Local authority	Bradford
Inspection number	893252
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	108
Name of provider	Spinning Top Childcare Ltd
Date of previous inspection	10/02/2012
Telephone number	01274 665652

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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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