

University of Bradford Nursery

Laisteridge Lane, Bradford, West Yorkshire, BD7 1DP

Inspection date

03/07/2013

Previous inspection date

08/06/2010

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 have a good understanding of the Early Years Foundation Stage framework and a good knowledge of the seven areas of learning. The quality of practice is consistent and as a result, all children are making good progress in relation to their starting points.
- Management monitors the provision effectively, they identify the strengths of the nursery and areas for development well and involve all parties in this process. This positively impacts on children's development and the running of the setting.
- Partnerships with parents, local schools, early years settings and external agencies are secure. This contributes to the strong culture of support children receive.
- Staff support children well to develop their independence skills and therefore, children manage their personal needs relative to their stage of development.

It is not yet outstanding because

- Opportunities for the pre-school children to practise large physical skills, such as climbing, are not as rich as the provision for other aspects of their physical development.
- Children's understanding of information and communication technology is not fully extended in the pre-school area to enhance and promote their learning further in this area.

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 across the two sites of the nursery and outside.
- The inspector completed joint observations with the deputy manager of the setting.
- The inspector held meetings with the manager, the deputy manager, special needs co-ordinator and two parents.
- The inspector spoke to the staff and children throughout the inspection.
- A range of documents were inspected, including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, parent questionnaires, training certificates, policies, safeguarding procedures and the setting's self-evaluation form.

Inspector

Mr Shazaad Arshad

Full Report

Information about the setting

University of Bradford Nursery opened in 1992 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms in two single story buildings, situated on the outskirts of Bradford.

The nursery employs 17 members of staff to work with the children. Of these, 15 hold appropriate early years qualifications at level 3 or above and two at level 2. One staff member has Early Years Professional Status and two staff have Early Years degree level qualifications. The nursery opens five days a week, 50 weeks of the year, from 7.45am to 6pm, Monday to Friday. Children may attend for a variety of sessions. There are currently 80 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

The nursery receives support from the local authority. It has achieved the awards for Investors in People and Investors in Children. It has also met the required standard for the Effective Early Learning quality assurance scheme.

What the setting needs to do to improve further

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

- provide more opportunities for the more able children in the pre-school area to practise large physical skills, such as climbing and swinging
- extend opportunities for children to select and use the available information and communication technology resources more effectively to enable them to consolidate their progress in this area of learning by, for example, providing access to working computer equipment.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They plan effectively, which promotes children's learning and supports their individual needs well. Staff use their

observations and assessments of the children to identify the learning needs of each child to maximise learning effectively. As a result, children are making good progress in their learning and development, which helps to prepare them for school. Children with special educational needs and/or disabilities benefit from strong support. Staff skilfully use individual education plans for children to promote their learning well. Parents are effectively involved in their children's learning. They view their child's development records and have regular discussions with their key person. Parents are also encouraged to contribute their own observations of their children to the development records. This means that a complete picture is gained about all children's achievements and used to maximise on planning for future activities and development.

Children are very happy and content at the nursery. They enjoy a wide range of toys, resources and activities, which are used to support and promote their learning and development effectively. Children have some opportunities to explore a range of programmable toys, such as, cameras, electronic type games and disc players. However, when they show an interest in attempting to use the computer in the pre-school area, they are unable to take this further as the computer equipment is not working. This means that children are unable to practice using the keyboard and mouse to explore educational games.

Children's communication and language skills are developing well. Staff talk with the children, developing their vocabulary. They give children time to think and respond during conversation and follow children's lead. Children listen well and remain attentive. They respond to questions, contribute to discussions when invited and focus for long periods of time on their chosen activities, for example, as they follow up a story on the three bears to plan an outdoor role play activity. Children in all rooms are confident communicators. They express their feelings well through gestures and verbal communication. Younger children, including babies, babble happily and respond to staff through facial expressions of delight. Flashcards are used with children with communication difficulties to help them to follow instructions and understand the routine of the day, helping to prepare them for school.

Children are developing good understanding of team work as they help each other with the parachute games and they understand mathematical concepts through following instructions around portion sizes. For example, they talk about the different size plates being, small, medium and large as they extend role play games outdoors. As a result, they are developing skills in mathematics. They also use their creativity and imagination well as they use role play equipment to feed the bears with cereals. All children have good opportunities to learn by using their senses. Babies and young children regularly investigate the sensory play areas, use wooden objects in the treasure basket and experiment with paints, foam, ice and gloop.

Staff provide lots of activities to help children to develop an understanding of the world. Children enjoy exploring the environmental garden area and observing the mini-beasts in their natural habitat. Staff model how to look after the environment and children follow her lead. Children plant flowers and talk about the different plants. All children are involved in creative activities. Staff support pre-school children make their own magic boxes as they proudly declare 'mine is colourful' and 'mine is a chocolate box'. Outdoors,

toddlers draw faces with chalk. Children make wide use of the good outdoor facilities, each age group having their own play area. The outdoor facilities are good for babies and toddlers to extend learning. However, in the pre-school, there are fewer opportunities for the more able children to extend further their physical skills, for example, in climbing or swinging. This does not fully enhance opportunities for them to make independent choices about their play and fully enhance their physical development skills.

Children, who speak English as an additional language, are supported well. There are bilingual members of staff employed and staff work with parents to obtain key words in the child's home language to use in the setting to help them to settle and enhance learning. There is also a display of writing in children's home language and there are positive images of diversity around the playrooms to help everyone to feel equally welcome and valued.

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

Children are extremely well settled in the setting and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children to settle into the setting by implementing strong arrangements for settling them in. For example, members of staff complete home visits if requested by parents. A two-way flow of information between home and the setting means that staff are aware of children's routines, dietary requirements and general care needs. As a result, children's individual needs are well met and parents and staff work closely together to provide consistency of care. Effective systems are in place to ensure the children's smooth transition to school and as they move through the nursery areas. For example, children and parents are well prepared for transitions as the effective key persons share information about each child with parents, other key persons or teachers.

All children have daily opportunities to take exercise and access fresh air through outdoor play. They use a wide range of outdoor resources. They climb on tyres with well-rehearsed technique and avoid their friends as they move through the area showing good awareness of space. Children have opportunities to run, balance and jump as they practise their physical skills during the parachute games. They recognise when they are hot and have a cold drink to keep them cool. Children benefit from a well-balanced healthy diet at the nursery. Menus are prepared and food delivered by the University. All foods are prepared following the healthy eating guidelines. Formulated milk and bottles for babies are clearly labelled and prepared by staff. Children's dietary needs are followed rigorously to protect their well-being. Staff promote leading a healthy lifestyle and are very good role models to children. For example, they sit with them at mealtimes and eat a selection of vegetables, talking to them about the benefits of healthy eating and encouraging them to try new foods. They have good access to the outdoors daily to ensure that they benefit from exercise and the fresh air to boost their well-being.

Children behave very well in the setting and understand the rules, boundaries and behaviour expected of them. For instance, they explain that they have to wait their turns

to pull on the parachute games. They regularly practise fire drills and supporting children to understand how to keep themselves and others safe, is a high priority for staff. Staff reinforce children's understanding through group discussions and creating artwork of people who help. This promotes children's thinking and prompts discussions around safety issues. They are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Consequently, children follow instructions, such as helping to tidy away the resources before lunch, because they know what staff expect of them. Children cooperate well with each other during outdoor play and share resources as they recognise the needs of others. They show consideration for others as they play in their key groups to join in the activities. This helps prepare them for their next stage in their learning. They demonstrate high levels of self-confidence as they explain to the inspector what they are making and their favourite games at the nursery.

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

The management team are highly focused on driving quality in all aspects of the nursery. A strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. All staff have attended safeguarding training and they are able to demonstrate a detailed understanding of the safeguarding and welfare requirements. The management team have reviewed the safeguarding procedures. As a result, there is stronger safeguarding procedures in place, which include clear reporting arrangements to protect the children who attend. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed. The nursery follows the Bradford University robust recruitment and vetting procedures, alongside effective induction systems, helping to ensure all adults are suitable to work with children. All visitors are required to show identification and sign in and out of the visitor's book to ensure that a full and accurate record of everyone coming in and out of the building.

The management team demonstrate a secure knowledge of the learning and development requirements. They are making significant ongoing improvements to analyse the progress children are making across the nursery. As a result, the nursery is able to identify ways to improve practice for the benefit of the children. They meet regularly to discuss the progress children are making and identify those who require interventions in their learning. As a result, gaps in learning are closing.

The management team extensively monitor planning and consistency of assessments, using advice from the local authority and schools. They ensure key persons make accurate judgements on children's progress, which has led to all children being well prepared for school. The management team are well informed about the progress of groups of children and comprehensively identify those who require further support with speech and language. Consequently, the nursery has established strong partnerships with Speech and

Language Therapists and Social Services. The nursery has links with other agencies, such as, the local authority, Sure Start children's centre and local schools, to build on the staff teams' knowledge and understanding of how to support children and families in the local community.

The managers seek the views of parents, staff and children on self-evaluation through parent consultation, staff meetings and children's evaluations of their learning. As a result, changes and improvements have recently been implemented. For example, parents have been involved in discussions on the new decor in the rooms and ideas around use of notice boards. However, there is scope to improve access to resources in the pre-school with a wider range of equipment to promote physical skills and the use of a working computer. The managers have addressed previous recommendations. As a result, there is good daily access to resources generally outdoors and good information on children's learning is gathered from parents at the start of placement. Consequently, the strong management arrangements ensure the setting is committed to continually evolving and enhancing the good quality service offered to children and families.

Managers successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff record keeping and annual appraisals. In addition, the local authority Early Years and Childcare team attend the nursery regularly to observe practice and to provide support to the staff team. As a result, staff identify areas for development to help improve practice. All staff receive supervision, which provides a source of support, training and professional development.

Effective partnerships are in place with parents. Parents receive good information about the nursery and there is a two-way relationship in caring for children. At the inspection, parents spoke highly of the 'good quality staff' and 'really good activities' that their children undertake. The close partnership with parents enables the staff to meet the children's individual needs and maximise their learning.

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	302068
Local authority	Bradford
Inspection number	902608
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	80
Name of provider	University of Bradford
Date of previous inspection	08/06/2010
Telephone number	01274 234866

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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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