

Children's Place

83 Leylands Lane, BRADFORD, West Yorkshire, BD9 5PZ

Inspection date

Previous inspection date

04/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Sound organisation of the learning environment and suitable interaction by the committed staff enable children to make suitable progress in their learning.
- Staff have a good knowledge of the individual needs of the children. Their care needs are met very well and as a result, children are happy, settled and feel secure.
- The welcoming, bright, spacious environment enables children plenty of space and freedom to move between rooms and explore the indoor and outdoor environment. Therefore, they consistently make their own decisions and explore a good range of physical play activities.
- Bi-lingual staff support children's communication and language through a range of activities, including songs and stories, both in English and in the community languages.

It is not yet good because

- Information about children's learning at home is not shared effectively to build on children's learning.
- The progress check at age two is not fully developed to ensure early intervention to support children between the ages of two to three.
- The self-evaluation does not fully incorporate the views of parents and children in order to effectively identify and act on areas for improvement.

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 activities in the playrooms and the outside area.
The inspector spoke with the deputy manager, lead practice manager, independent early years quality improvement consultant and key persons at appropriate times throughout the observations.
- The inspector looked at children's learning journey records, planning documentation, the provider's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to on the day.
The inspector held final feedback discussions with the director, finance manager, deputy manager, lead practice manager and the independent early years quality improvement consultant.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Children's Place was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built setting in the Heaton area of Bradford, West Yorkshire and is managed by The Children's Place Limited. The nursery serves the local and surrounding areas of Heaton. There are enclosed areas available for outdoor play with surrounding woodland spaces.

The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. One holds a qualification at level 6. The deputy manager is currently completing the Early Years Foundation degree. The nursery opens Monday to Friday from 7.30am to 6.15pm all year round. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for two- and three-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.

The nursery employs an independent Early Years Consultant and work closely with the local authority. The nursery is one of 10 settings owned and managed by The Children's Place Limited.

What the setting needs to do to improve further

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

- implement the progress check at age two and provide parents and/or carers with a short written summary of their child's development in the prime areas.

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

- improve opportunities for parents to engage in their child's development and learning in the setting and at home, by encouraging parents to share what they know about their children on an ongoing basis and use this information to inform the planning of activities
- extend and target self-evaluation more accurately so that it effectively highlights areas for further development and takes into regular account the views of children and parents.

Inspection judgements

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

Staff have a sound understanding of children's learning and development needs enabling children to make satisfactory progress. The involvement of an early years consultant has improved practice. Planning is in place and covers all areas of learning to ensure that a good range of toys and activities are offered to support children's independent choice. Staff undertake regular observations and assess where children are in their development. Parents have appropriate opportunities to be involved in their child's learning. However, staff do not maximise these opportunities to ensure parents are fully involved so they can support their child's learning at home and do not effectively use this information to support planning for children's interests.. Staff are aware of the need to complete a progress check for children at age two and have started to gather information in order to complete this. However, this is not fully in place for some children that have attained the age of three. Consequently, arrangements to identify any areas where a child's progress is less than expected or if there are emerging concerns has not yet been identified.

Children with special educational needs and/or disabilities are sufficiently supported by staff. The deputy manager has experience in this area and is passionate about supporting these children and their families effectively. For example, staff attend meetings to review key documents, such as early action plans. Children who speak English as an additional language are also sufficiently supported. Staff are currently extending the written words around the nursery to fully represent all the languages children use at home. Staff enthusiastically deliver activities that motivate the children. They support their communication and language and their personal, social and emotional development. Staff caring for babies warmly sing fun songs to them in their home language, and encourage them to make different sounds with musical instruments. They joyfully demonstrate to them how to enjoy music by swaying their bodies from side to side. Babies and toddlers imitate the actions of the staff and watch with excitement to see what they do next.

Older children participate in treasure hunt games and are encouraged to talk about things they can see as they pretend to go on a journey on the magic carpet. They are also asked some purposeful questions that make them think. For example, when using the telescope they are asked, 'what can you see that we could add to the treasure baskets?' Therefore, children are encouraged to think about preferences and to use their imagination. Children are generally confident in small groups and take turns to talk and share their experiences from home. They talk about how they are using the resources and on occasions share what they are going to do next. Staff extend their learning by encouraging them to explore all of the resources on offer in the outdoor area. For example, staff introduce children to less familiar materials, such as ribbons to add to the handles on their bikes. They demonstrate with enthusiasm how the ribbons are moving in the wind and talk about how the colours mix together when they ride their bikes. Mathematical language is also introduced in the outdoors as children listen to and use words like 'small', 'big' and 'more' when they use the building blocks. Staff are effective in their planning of activities that encourage the children to be active. Every day, all ages of children spend lots of time in the well-organised outdoor area where there is a wealth of experiences, ranging from

kicking balls to using planting areas. All children thoroughly relish their time in the outdoor area and their physical skills are rapidly progressing. Children access equipment that encourages them to use skills, such as climbing or balance. This helps develop their coordination and large muscle skills. Overall, these activities develop the key skills to support children in readiness for school.

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

Children benefit from a gradual introduction to the nursery and the amount of time this takes is dependent on the parents' wishes and their children's individual needs. This careful planning helps to support and encourage them in the transition between home and the nursery. The key person system is very well established as the majority of staff have been in place prior to the new ownership. Staff have a good understanding of their roles and responsibilities to meet the needs of the children in their own key group. As a result, children form strong attachments, enhancing their sense of security and belonging. Children are well prepared and supported by staff through transitions through the nursery rooms. Their key person visits with them and they are sensitively encouraged to begin new relationships with the staff and the children. Therefore, children are very happy and settled in this nursery. Babies' emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired, upset or need reassurance. Consequently, their emotional needs are continually well met. The majority of children are relaxed and confident due to the warm and nurturing care they receive from staff.

Management and staff inspire the children to behave well as they take all opportunities to acknowledge their progress and achievements. Special days in children's lives, such as their birthdays, are acknowledged to ensure they feel hugely valued and very important. Staff also ensure they are given tasks to assist them, for example, giving them jobs to set out the balancing games and clearing away. Consequently, children have a sense of real importance. Through playing games in small and large groups children learn about sharing and taking turns. Children's good health is fully assured. Comprehensive records are maintained, including accidents involving the children or medication administered. These are effectively shared with parents. Concise recording of children's allergies or food preferences ensure children's needs are met and respected. Clear health plans are in place for children with severe dietary or medical needs. Meal and snack times are very sociable occasions. Children sit together, serve themselves and are supported in participating in group discussions around their interests in looking for treasure. Staff are good role models and extremely calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are good.

Children learn good hygiene routines as they grow and their independence with regard to personal care is effectively encouraged. For example, babies are supported in wiping their faces with wet wipes after lunch. Babies have many opportunities to develop their physical skills. They pull themselves to standing using low-level furniture and explore their environment with keen interest. Older children enjoy exercising in the large space available. They skilfully climb, balance and learn how to manoeuvre wheeled toys, such as bikes, around objects. Children learn about safety as they take part in regular fire drills and learn about safety outside. Children are quick to demonstrate safe play as they ensure they have their hard hats to protect them as they act out building roles in the role play

area and outdoors.

Staff implement suitable systems to help children make the transition from home to their care. Children visit with their parents or carers so they become familiar with the environment and routines. As a result, they settle quickly and are comfortable in the setting. Children have secure and positive relationships with staff, who speak a wide range of community languages, which reflect parts of the local area. They demonstrate very positive relationships with the staff that care for them and approach them confidently and with affection. This means children are well prepared for the move to school.

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

Children's welfare is protected because staff have a suitable understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is displayed to ensure staff are aware of their responsibilities and the procedures to follow should they have any concerns about children's welfare. Suitable recruitment and vetting procedures ensure all staff and students are suitable to work with children, and this includes a Disclosure and Barring Service Check for all staff. Suitable systems are in place to keep children safe from persons who may not be vetted. For example, all visitors are required to sign in and staff check their identity, which further safeguards children. Risk assessments and daily visual checks promote children's safety and minimise potential hazards so they are able to play safely in the nursery. Further risk assessments are carried in the vast outdoor play areas to ensure children are kept safe from harm.

The management team are focused and committed to driving improvement. They are starting to embed quality practice through setting up support structures that mirror the other settings they operate across the district. They have been operational for a few months and are in the early stages of beginning to identify their strengths and areas for improvement. They are starting to have immediate impact through the employment of the quality improvement consultant. Her input alongside the new manager has ensured the staff remain focused on improving practice and engagement with all children. The management team have fully recognised the gaps in the staff's knowledge relating to precise assessment of children's development and incorporating information from parents about children's interests and skills. For example, the progress check at age two as this has not been completed for all the children. Parents and children do not have many opportunities to contribute to the developing self-evaluation in order to drive improvement. Management and staff welcome the support from the quality improvement consultant and the local early years advisors to improve the service they provide. For example, the staff are due to attend a range of planned training events to gain better understanding and delivery of the Early Years Foundation Stage. The management team have plans to develop the use of the woodland as part of the Forest School plans. This demonstrates the nursery is striving for continual improvement, aimed at improving the quality of care and education children receive.

Parents express their satisfaction with the care they receive at the nursery. They comment on the significant improvements in a short time and state that children are happy and enjoy their time at the nursery. Children often talk about their experiences at home, which help them develop some links between the home and the nursery. However,

arrangements to include a full picture of children's learning from home are not fully in place to support their progress. Partnership arrangements are strong with external agencies and ensure consistent and individualised support to children and families as required.

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	EY452943
Local authority	Bradford
Inspection number	883431
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	61
Name of provider	The Children's Place Limited
Date of previous inspection	not applicable
Telephone number	01274921319

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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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