

Childcare @ Buttershaw Christian Family Centre

The Crescent, BRADFORD, West Yorkshire, BD6 3PZ

Inspection date	29/07/2013
Previous inspection date	12/06/2009

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

- Practitioners provide children with stimulating play experiences, both indoors and outdoors, which enables them to enjoy the fun of discovery and make good progress in their learning and development.
- Strong relationships are established between the practitioners and parents. This ensures children receive consistently good support in their learning and development.
- Practitioners implement good policies and procedures which help to support the safety and well-being of children.
- Practitioners have developed strong relationships with children and this supports children's developing confidence and independence.

It is not yet outstanding because

- There is scope to enhance children's very good understanding of the natural world in the outdoor environment with regards to the planting of seeds and watching them grow into plants.
- Links with all the other settings children also attend are not always fully established to ensure consistency in their very good learning.

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 during various indoor and outdoor activities.
- Joint observations were conducted with the managers during adult-led and child-led activities.
- The inspector spoke with different practitioners during the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

Footprints Nursery was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates as part of the Buttershaw Christian Family Centre in the Buttershaw area of Bradford, West Yorkshire. It operates from three playrooms in a purpose built property and serves the local community. The centre has three enclosed outdoor play areas.

The nursery opens Monday to Friday from 8am to 6pm, all year round. Children attend for a variety of sessions. There are currently 108 children attending who are in the early years age group. The nursery 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.

The nursery is managed and led by the Early Years Coordinator and is run by a committee. The nursery employs 32 childcare practitioners. Of these, 23 hold appropriate early years qualifications at level 3, including two who are undertaking the Foundation Degree in Early Years and one with a degree in Early Years Studies. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further children's understanding of the natural world in the outdoor environment, for example, by encouraging them to plant seeds and watch them grow

- develop more effective communication with all other settings that children also attend, to ensure coherence in their learning.

Inspection judgements

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

Children are supported successfully in all areas of their learning because practitioners provide rich and varied experiences for children and babies. Children are assessed formally when they start and ongoing assessment is completed regularly. Practitioners carry out detailed checks on two-year-old children and provide summary assessment to parents every four months. Hence, parents are kept well informed of their children's progress in

learning. Children are closely monitored and information gathered through assessment is used to plan activities that build well on what they already know and can do. As a result, children progress well and gain the skills to prepare them for school.

Educational programmes help children reach expected levels of development because practitioners ensure children make good progress, taking into account their starting points and individual capabilities. Observation, assessment and planning are used effectively to promote children's all-round learning and development. Prime and specific areas of learning are incorporated into purposeful activities throughout each day.

Practitioners actively engage parents in their children's learning and development. Parents are encouraged to share information about their children's learning at home, and practitioners provide information about their children's progress. They also offer activities for families to do at home together to further develop children's learning. For example, parents take home a play pack, which has specific instructions on how to use the resources provided, such as threading, making play dough and movement and rhyme. Furthermore, children take home 'Leo the Lion, Elliot the Elephant' and 'Mikey the Monkey' as part of sharing children's learning between home and the nursery. As a result, there is a strong collaboration with parents and children's learning is advancing down all possible avenues.

All children are happy, occupied and thoroughly enjoy their time at the nursery. They are eager and curious to find out what is going on around them and join in small and large group times with great enthusiasm. Their achievements, however small, are praised. For example, their work is attractively displayed on the walls. This encourages positive self-esteem and helps children feel that what they do is valued and important. Practitioners know their children well and establish strong trusting relationships with them. They engage well with children to encourage their involvement in activities and praise them for their achievements. For example, in the baby room attractive sensory toys and resources are used to focus their attention.

Staff ensure a range of good quality resources supports children's interest and progress. Small muscle development is encouraged through modelling, cutting, shaping and moulding play dough, as well through using a range of small tools, pencils and crayons. A writing area helps children to develop their early writing skills, including other opportunities for them to practise making marks and writing. Staff teach children number skills and these are building well, are reinforced and used regularly at every opportunity. Children enjoy learning and the interesting activities and good teaching skills staff are providing for them supports this. They are growing in confidence and show good conversational and personal skills as they talk to adults and to one another during activities. Children have opportunities to learn about nature through the wormery and stick insects in the indoor environment. They grow sunflowers, green beans, cress and carrot tops in plant pots indoors. However, children's knowledge of the natural world is not fully maximised as there is scope to further develop their enthusiasm outdoors by planting seeds and watching them grow.

Staff promote equality and diversity very well promoted throughout the nursery. There are good opportunities for children to broaden their awareness of the wider world. For

example, children celebrate a variety of cultural festivals that represent the local, culturally diverse community. Furthermore, practitioners employ strategies to support children with English as an additional language. For example, use of dual language dictionaries provided by parents and visual resources displaying pictures together with words enable practitioners to support children.

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

Children are happy, settled and show that they are secure in the nursery. Flexible settling-in arrangements enable parents to spend time with their children supporting them to settle into their new environment. Babies have good relationships with their key persons, as they put their arms up for cuddles and respond with smiles. This demonstrates they feel secure with their familiar adult.

The well-established key person system means that practitioners know the families of children in their care well. Practitioners speak confidently and regularly to parents sharing information about children together. This strong partnership between practitioners and parents nurtures children's well-being effectively. Children clearly feel comfortable with practitioners as they chatter excitedly to them as they play. Parents are confident that practitioners know their children well and are happy that their children look forward to coming to nursery. The Special Educational Needs coordinator liaises effectively with parents of children with special educational needs and/or disabilities. She works very well with other local agencies to ensure that these identified children get the support they need and, as a result, they make good progress at the nursery.

All children and their families enjoy a smooth transition from home into the caring and welcoming atmosphere of the nursery. This ensures children settle well and feel at ease. Practitioners help children to learn positive behaviours, such as taking turns, listening to each other and accepting the needs of others. This results in children who are managing their feelings well, demonstrating friendly behaviour towards each other.

All children are developing a good understanding of how to lead a healthy lifestyle. They enjoy mealtimes where practitioners serve children hot foods. During afternoon teatimes older children are presented with lots of opportunities to develop their independence. For example, older children confidently wash and dry their hands before eating. This demonstrates their understanding of the importance of good hygiene practices. Children pour milk onto their chosen cereals for breakfast and they spread butter on bread and make their own sandwiches, choosing from a variety of fillings. Hence, children are developing their independence, learning to socialise and building their self-confidence.

The indoor and outdoor play areas are organised well, providing children with varied and exciting opportunities to play and explore and enjoy fresh air and exercise. Children of all ages enjoy exploring the outdoors together throughout the day. For example, older children cooperate well with each other as they investigate resources in the rain. Babies and younger children develop their physical skills as they push wheeled toys around, managing a range of surfaces and learning to negotiate different obstacles. This develops all children's physical skills and their understanding of keeping themselves and others safe.

The nursery has forged relationships with local schools and this supports children moving on to these establishments. Teachers are invited into the nursery to meet children prior to the move and practitioners talk to children about what to expect. Consequently, these children are reassured and provided with opportunities to get to know their prospective teachers and express their emotions about the move. Furthermore, practitioners can share valuable information with the schools to support individual children's progress and well-being. There are children in the nursery who share their care and learning with other providers. However, current links with these providers are not always as effective to ensure individual children's development is fully complemented between all settings.

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

The inspection was prioritised because the nursery reported a significant incident to Ofsted about a child who managed to leave the nursery for a very short time and was brought back by a member of the public. The findings of the inspection show that the management team and practitioners immediately took all the necessary steps to rectify the situation and to ensure that it can never happen again. This includes ensuring that there is always a practitioner present when the nursery door is open, when allowing parents access through the large external gate and inner wooden gate. Risk assessments ensure the premises are checked daily and that children are well supervised at all times. Robust selection recruitment and vetting procedures are in place to ensure staff are suitable to work with children. Safeguarding is effectively promoted because all staff are trained and they clearly understand and promote the setting's recently reviewed policy and procedure. They know the appropriate authorities to report any concerns to, in order to keep children safe.

Self-evaluation of the nursery is effective. Managers understand the strengths and weaknesses of their nursery and are determined in their efforts to make improvements. Practitioners take suggestions from others willingly and the managers encourage self-reflection as part of practitioner's professional development. This means that practitioners are confident to share their opinions knowing that their ideas will be listened to by management. Parents contribute to the nursery's self-evaluation, both formally through questionnaires and informally through daily chats with the staff. This effective self-evaluation means that areas for improvement are identified and addressed quickly for the benefit of children at the nursery.

Managers regularly monitor and review the quality of practitioners' practice, the nursery environment and the educational programme. Regular practitioners' meetings provide opportunities for the management team to share important information. Also, practitioners have opportunities to exchange ideas and for all to discuss any issues or concerns. The educational programmes are monitored effectively through staff meetings and peer observations by the manager to ensure children make good progress. Practitioners' professional development is actively encouraged and they have attended a variety of courses that contribute to enhanced experiences for children. The managers routinely observe practitioners and provide useful feedback on their practice and performance.

Partnerships with parents are good. Practitioners ensure that parents feel welcome and respected. A wealth of information is displayed around the nursery for parents, carers and visitors to view. For example, informative displays about the Early Years Foundation Stage and displays of children's artwork provide useful information to parents. They receive regular newsletters and are provided with lots of learning activities they can do with their children at home to extend learning away from the nursery environment.

The nursery has established, generally, good links with all other professionals and effectively supports the inclusion of children with special educational needs and/or disabilities. Practitioners are aware of local support mechanisms and work closely in partnership with parents and other professionals. As a result, all children are making good progress in their learning towards the early learning goals.

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
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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	EY276042
Local authority	Bradford
Inspection number	928787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	108
Name of provider	Buttershaw Christian Family Centre Limited
Date of previous inspection	12/06/2009
Telephone number	01274 690262

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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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