

Birkenshaw Kindergarten Club

38 Old Lane, Birkenshaw, BRADFORD, West Yorkshire, BD11 2JX

Inspection date	14/05/2013
Previous inspection date	19/05/2011

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

- Caring staff take time to get to know each child and they build warm and friendly relationships with them. This effectively promotes children's well-being and gives them an enthusiasm for learning.
- Staff accurately monitor and assess all children's progress well, enabling targeted support to be planned for individual children who may require the intervention of other professionals and agencies.
- Children's behaviour is good and they are gaining a secure understanding of the difference between right and wrong. They are also provided with good opportunities to develop their independence and self-care skills.
- Positive and purposeful relationships are forged with parents that promote consistency of care and meeting children's individual needs.

It is not yet outstanding because

- Detailed observations are not always used as well as they could be to stimulate young children's individual needs and interests at all group times.
- There is scope to further improve relationships with local schools to aid children's transition when the time comes.

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 and practice in the three playrooms and the outside learning environment.
- The inspector carried out joint observations of group times with the nursery manager.
- The inspector took account of the views of parents spoken to on the day and information held on the nursery website.
- The inspector interacted with children and spoke to staff at appropriate times throughout the day.
- The inspector held a meeting with the manager to discuss the arrangements for safeguarding children and the delivery of the educational programmes.
- The inspector checked evidence of staff suitability and the settings self-evaluation.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.

Inspector

Sue Pepper

Full Report

Information about the setting

Birkenshaw Kindergarten Club was registered in 1994. The nursery is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register. It is privately owned and operates from three playrooms in an extension to the rear of the proprietor's home. All children have access to the outdoor play area. The setting is situated in Birkenshaw on the outskirts of Bradford, West Yorkshire.

The manager has Early Years Professional Status. The setting employs 13 childcare staff who work with the children, 11 of whom have early years qualifications to at least level 2. The nursery has a couple of trainee staff who are working towards appropriate qualifications. The setting receives support from the local authority and is a member of the National Day Nursery Association.

The nursery is open weekdays all year round from 7.30am until 6pm. There are currently 71 children on roll who are in the early years age range. The nursery provides funded early education for two-, three- four-years old children. It serves the local community and surrounding areas and supports those 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

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

- improve the effectiveness of group time activities, particularly for the youngest children to make sure any adult-led activities are carefully planned to meet every child's stage of development and interests

- develop further the relationships with the local schools to support children's transition onto the next stage of learning.

Inspection judgements

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

Staff create a nurturing, learning environment. As a result, children enjoy their time in the setting and they are all supported to make good progress towards the early learning goals. Children's 'learning journeys' demonstrate that staff use their assessments well to take account of each child's abilities to plan for their next steps in learning. Staff support children well to embed their learning in the prime areas before moving onto the more specific areas. This ensures that they have the key skills necessary for when they start

school. Progress checks at age two are successfully completed. Any gaps in the progress of any child is quickly identified and sensitively shared with parents. As a consequence, additional support from outside agencies can be requested if it is appropriate. Children with special educational needs and/or disabilities and their families are very well supported by staff to reach their full potential in this fully inclusive setting. In the past, staff have supported children who have English as an additional language by learning and using key phrases of the child's home language to use within the setting.

Children are happy and settled in the calm, relaxed and purposeful environment. They enjoy being creative and developing their own ideas. A varied range of activities and resources are presented to young children that ignite children's interest and fire their imaginations well. They have independent access to a good range of opportunities for tactile and creative exploration and their individual efforts are always valued and encouraged. Babies delight in their exploration of natural materials or using equipment which makes sounds. They are engrossed as they happily explore the properties of paint alongside supportive staff who also have rousing action and singing sessions with them.

Older children confidently explore a range of different mediums, which includes getting their hands into feel a tray of cold baked beans or dark coloured water sprinkled with glitter. They enjoy looking at books together and listening to stories that are enthusiastically read to them. Children spontaneously sing or dance admiring their reflections as they twirl or jump in the many reflective surfaces on the walls. Staff support children's learning well through effective questioning to extend their ideas and thinking. For example, when children hear hail stones bouncing on the conservatory roof, they excitedly run to the windows and staff use this spontaneous event well to talk about the weather and what is happening. Staff also plan good opportunities for children's imaginary play when they actively join in real life situations. At 'Birkenshaw Hair Salon' children use hair rollers efficiently and pretend to use items, such as hair straighteners while a member of staff willingly acts as the customer, much to the children's delight.

Children benefit from daily opportunities to be physically active and enjoy the challenge of the varied opportunities outdoors to build, dig, balance and climb. For example, they develop their sense of balance as they walk carefully on the wooden blocks or across the obstacle course of carefully placed tyres. They develop good co-ordination as they pedal around on the bikes and they skilfully negotiate obstacles. Children persevere in their play for sustained periods at their chosen activity. For example, in the large sandpit they use sand tools to 'dig for treasure,' such as, hidden shells, with good adult support.

Focused themes help children to learn more about other cultures and the wider world around them. The environment is rich in real life photographs, colours, shapes, numbers and text. Children have good opportunities to develop their language skills because staff listen carefully to children and extend their vocabulary at every opportunity. Older children have free access to a computer, which is used well to reinforce their developing understanding of how letters and sounds link to names or objects. Every day routines are generally used well to re-enforce children's learning. For example, children listen carefully for staff to make the first sound in their name to take it in turns to join a queue.

In the construction area children build imaginatively, developing their own ideas. Some

children are able to confidently count objects well beyond the number ten and they are beginning to recognise shapes. Staff generally use their knowledge of individual children and how they learn well to re-shape tasks if they observe children are beginning to get bored of activities. However, occasionally, routine group time activities do not always meet the needs of all the children, particularly young children who sometimes find listening or participating in a group situation difficult.

All children are allocated a key person who takes the lead in observing and assessing each child and sharing this information with their parents. Parents are regularly encouraged to share what they know about their child, and children's achievements are recorded in their learning journals. Regular parent evenings, newsletters and verbal exchanges keeps parents informed about their child's progress and good communication actively encourages them to promote their child's learning both in the nursery and at home.

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

Children form close attachments with the caring staff who are highly motivated and work well together. They get to know each child's individual needs and interests so that they can support children to learn at their own pace. Children's transitions from one room to the next are very well supported. Children are familiar with the nursery routines. They are learning how to take turns, share and be kind to their friends. Staff act as positive role models, giving children full explanations about why they may ask them to stop doing something. For example, they explain 'Please do not climb on the sweeping brush because you could fall over and hurt yourself'. Children are eager and willing to help to tidy up play resources after use because they are keen to please staff who reward their efforts with stickers that they proudly wear.

Mealtimes are a relaxed and sociable occasion. Staff promote children's developing independence and self-care skills well. For example, some babies confidently feed themselves when they are ready to do so. Older children select and set the table with their own cutlery and serve some foods. Afterwards they stack their used plates and dishes on the trolley and they know where to dispose of their uneaten food. Children are willing to try to put on their own coats and shoes with staff nearby who they know they can rely on if they need assistance.

Children are learning how to keep healthy and safe. They say they wash their hands before meals 'to get rid of the germs'. They regularly enjoy healthy snacks, drinks and meals. Older children are able to talk about foods, such as fruit being good for their bodies. The outdoor area provides lots of opportunities for children to learn about nature, to plant and grow and observe animals kept in the farmer's field right next to their outdoor play area. Children are learning to use equipment safely and know when to ask for help. This shows their growing awareness of safety and risk management. For example, older children listen to staff instructions on how to carry large pieces of equipment, such as a plastic tube, carefully. Young children wait patiently at the top of the climbing frame whilst staff get ready to catch them at the bottom of the slide.

Daily sheets keep parents well informed about their child's individual routines and the

activities they have enjoyed. Staff understand the importance of preparing children well before entry to the reception class in school. They prepare a summative report of children's achievements before they start school which has been well received. In addition, they take children on walks to see the school they will attend. However, there is scope to further improve relationships with local schools by taking children to visit them in order to aid their eventual transition.

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

The new leaders of the setting understand their responsibility in meeting the learning and development requirements. They effectively monitor the planning and delivery of the educational programmes. In addition, changes have been made to the premises and use of rooms. For example, the room for babies is now more spacious. The majority of the staff are knowledgeable and experienced and they have a higher level childcare qualification. However, staff are not complacent and they are keen to undertake further training in-house or externally. New trainees are well supported to gain appropriate qualifications. Experienced and well-qualified leaders and senior staff in each room ensure adult-to-child ratios are always met and staff are well deployed. All rooms face out onto the shared outdoor play area which promotes good supervision by all staff. Staff supervision and appraisal systems are well-embedded.

High regard is paid to keeping children safe and meeting the requirements of the welfare requirements. Robust policies and procedures underpin the good practice and they are regularly reviewed. The premises are safe and secure and good procedures are in place for ensuring staff are appropriately vetted and are suitable to work with children. Half of the staff have undergone first-aid training. All have completed child protection training so they are confident to deal with any safeguarding issues if they arise. The nursery employs a cook and any member of staff preparing food for children has a food hygiene certificate. The nursery has maintained the Kirklees Healthy Choice Gold Standard award for their provision of nutritional healthy meals. Daily risk assessments are conducted in all of the play areas to minimise risks to children. Good procedures are in place for administering medication and dealing with any accidents or incidents. Leaders of the setting address any concerns or complaints brought to their attention appropriately and they conduct thorough investigations into all the issues raised.

Management highly value the settled staff team's hard work and commitment to continual improvement. The recommendations raised at the previous inspection have all been addressed and firm plans are in place to re-develop covered outdoor play areas for children. Staff work well together and with the local authority to monitor the quality of the provision and identify realistic areas for improvement. For example, children now have access to waterproof clothing so that they can access outdoors in all weathers. Staff have improved children's access to resources to further promote all aspects of the curriculum. As a result, children are developing positive attitudes in preparation for future learning.

The staff's self-evaluation is accurate and it includes the views of parents and children. They have forged close partnerships with parents and outside agencies as appropriate. As

a result, parents express high levels of satisfaction. Staff understand the benefit and importance of good partnership working and they are keen to develop stronger relationships with local schools.

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	509899
Local authority	Kirklees
Inspection number	917942
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	71
Name of provider	Mr Richard Bell and Mrs June Bell Partnership
Date of previous inspection	19/05/2011
Telephone number	01274 689 099

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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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