

Dradishaw House

15 Dradishaw Road, Silsden, KEIGHLEY, West Yorkshire, BD20 0BH

Inspection date	08/08/2013
Previous inspection date	14/01/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
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

- The quality of teaching is not effectively monitored and educational programmes do not support, challenge and motivate children in their individual learning and development. As a result, children have limited opportunities to investigate, explore, be engaged in active learning and develop their creative and critical thinking.
- The organisation of the nursery is poor as pre-school children are mixed with older, school aged children and as a result, their needs are not met due to insufficient activities available for them appropriate to their age and stage of development.
- The management of older school aged children's behaviour when pre-school children are present is poor as practitioners do not recognise inappropriate and potentially dangerous behaviour. Practitioners are unable to manage older children who are loud, excited and have the volume of the television and games consoles at high volumes.
- Practitioners do not always follow hygienic practices when handling food and as a result children's health is not suitably promoted. Furthermore, pre-school children's independence is not promoted during lunchtime routines.
- Partnership working with other providers that children also attend is not established, in order to support consistency in children's learning and development.

It has the following strengths

- Practitioners maintain positive partnerships with parents and share what they know about children's 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 manager during adult-led and child-led indoor activities.
- The inspector spoke with different practitioners during the inspection.
The inspector looked at a sample of 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

Dradishaw House Day Nursery is privately owned and was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four playrooms in premises on three levels to cater for children from birth up to eight years. The nursery is situated in the Silsden area of Keighley in West Yorkshire.

The nursery opens Monday to Friday all year round from 7am until 6pm. Children are able to attend for a variety of sessions. There are currently 80 children on roll, of whom 45 are in the early years age range. The nursery provides funded early education for three- and four-year-old children. The nursery also provides care before and after school and during school holidays. All children share access to secure outdoor play areas. The setting supports children with special educational needs and/or disabilities.

The nursery employs 10 childcare practitioners. Of these, the manager holds Early Years Professional Status and a Bachelor of Arts Honours degree in Childhood Studies and all practitioners hold early years qualifications at Level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop the educational programmes so that activities are tailored to support each child's individual needs, interests and stage of development, and provide challenging and enjoyable experiences for all children, both indoors and outdoors
- monitor the quality of teaching to ensure that practitioners are providing children with opportunities to investigate, explore, be engaged in active learning and develop their creative and critical thinking
- organise the provision for older and younger children's care and learning more effectively by managing older children's behaviour so that it does not compromise the safety of early years children and ensuring that overall volumes of noise are managed within respectable limits.

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

- develop opportunities for pre-school children to increase their independence and to take a more active role during lunchtime routines, such as pouring their own drinks, serving their own food and taking their cutlery and plates away after eating
- develop hygienic procedures to ensure that correct utensils are used when handling and serving food
- develop the arrangements for sharing information and partnership working with other providers that children attend, in order to support continuity in children's learning and development.

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

The needs of some children in the early years are not being met due to a small group of pre-school children who are mixed with older school children during the school holidays. Also, all children including toddlers, pre-school children and school children are not provided with sufficient challenge in their learning so that they make sufficient progress. Practitioners provide poor quality teaching as they have a weak understanding of the learning and development requirements. They do not always plan appropriately for children's next steps in their learning or fully understand how to plan effectively. For example, in the mixed age group, pre-school children happily play on the sit and ride cars

and tricycles and use their imagination in pretend play. However, some older school children become very excited and run around and are loud but practitioners do not have the skills to provide interesting and stimulating activities to channel their energies in a positive direction. Hence, the needs of pre-school children are not being met and they are not always exposed to activities that reflect the seven areas of learning. This does not ensure that they are gaining sufficient skills in readiness for school when the time comes.

Practice is generally based on children's care needs and practitioners provide children with very little challenge. Practitioners are kind and caring in the toddler room but they do not plan sufficiently to ensure activities are purposeful. As a result, children are left on their own to move from activity to activity with very little direction from practitioners.

The key person system operates appropriately as practitioners maintain children's assessment records, including systems to track children's individual development over time towards the early learning goals. Practitioners complete written summary reports for parents and the progress check for two year old children, so that they are suitably informed of their children's progress. Practitioners share what they know about children with parents through daily discussions. As a result, children are appropriately prepared for their next stage of learning. All children have access to appropriately resourced outdoor play areas on a regular basis. Children ride bikes and cars and play on the wooden climbing frame and play with sand, which supports their physical development.

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

The management of older school children's behaviour when pre-school room children are present is poor. Practitioners do not recognise inappropriate behaviour and that this could potentially be dangerous to younger children in the early years age range. For example, an older child tries to climb onto a sit and ride car while an early years child is using it. Also, practitioners are unable to manage older children who are loud, excited and have the volume of the television and games consoles at high volumes. Consequently, the overall experience of all children is that of a disorganised environment, where they are able to freely move between activities, without much intervention from practitioners.

Children's health is promoted appropriately across the setting. Children are learning about healthy eating because they are provided with healthy and nutritious meals and snacks. Practitioners work with parents to ensure individual dietary needs are met, and drinking water is continually available. However, pre-school children's independence is not encouraged as practitioners serve all the food and drink to children and take away their plates and bowls. This does not ensure that children develop good self-care skills so that they are well prepared for school or their next stage of learning. Also, procedures for handling food does not support children's good health as practitioners use their fingers to serve grated cheese to children in between serving out other foods.

Appropriate key person systems are established. Parents are made aware of who their child's key person is. They share suitable information with key persons and flexible settling-in sessions help children to settle quickly. This contributes to helping children form secure bonds with practitioners. Toddlers develop independence as they choose resources

from low-level storage units. For example, they access tambourines and dolls on their own. All children have access to the suitably equipped outdoor play areas on a daily basis. This supports their physical development and well-being.

Moves from room to room are managed appropriately. Practitioners liaise with parents to ensure they know when this will take place, and visits occur with the child's key person to ensure that this process is relaxed and stress free. There are suitable transitions in place as children move from the nursery and to school. This assures continuity for these children.

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

This inspection was brought forward as a result of concerns that there is a large, mixed age group of children being cared for and that there is damp in the rooms. The findings of the inspection show that as there are low numbers of children attending the pre-school room during the school holidays, they are grouped together with older children in the out of school room. As a result, the needs of children in the early years are not met. However, appropriate ratios of practitioners are maintained. The damp in the rooms has been treated to prevent further moisture coming inside and the nursery is waiting for the walls to completely dry before re-decorating the affected walls.

Leadership and management is inadequate. The proprietor and manager have failed to fulfil their responsibilities for ensuring that the learning and development requirements of the Early Years Foundation Stage are consistently met. The monitoring of the educational programme is weak. The organisation of children into mixed age groups results in many areas of learning not offered to early years children and the overall quality of their experience at the nursery, particularly during school holidays, is poor. Hence, children are not learning and making good progress in their learning.

The proprietor and manager do not have effective systems to monitor the quality of teaching. Practitioners operate a key person system and appropriately maintain assessment records for children but in practice they do not have the necessary skills to provide their group of children with an individualised learning programme. As a result, activities offered to children are very general. They are very much based on providing children with free access to the available resources, with very little enhancements to further children's emerging interests.

Parents spoken to during the inspection comment that they and their children are happy with the nursery. Daily verbal and written feedback is offered to inform parents about their children's progress. Regular meetings are offered to enable practitioners to give parents an overview of their children's learning and development. Parents are invited to look at their children's assessment records as and when they wish and there are some opportunities to extend learning at home.

Safeguarding arrangements are understood by all practitioners and they have attended training in this area enabling them to take appropriate action should they have any

concerns for children's welfare. Risk assessments are in place and, overall, ensure that areas used by children are appropriately maintained. Recruitment, vetting and induction procedures are appropriate, ensuring that all adults working with children are suitable. Practitioners are aware they need to work with external agencies to obtain the support that children need. Links with other providers of the Early Years Foundation Stage to share information about children's individual learning and development have not been sufficiently established. This does not fully support continuity of learning for children who attend more than one setting.

Most self-evaluation is generally appropriate and takes into consideration the views of parents through questionnaires and action plans identified by the proprietor and manager to improve the nursery. For example, they have identified that they would like to further develop the outdoors to create areas for mud and water play.

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	EY339820
Local authority	Bradford
Inspection number	926152
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	80
Name of provider	Claire Halliday, Michael Halliday & Susan Halliday Partnership
Date of previous inspection	14/01/2011
Telephone number	01535 652 020

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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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Piccadilly Gate
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M1 2WD

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