

Child's Play Neighbourhood Nursery

Leytop Family Centre, Allerton, BRADFORD, BD15 7PQ

Inspection date	30/08/2013
Previous inspection date	20/07/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management is inspirational. Excellent team work and exceptionally high levels of commitment in practitioner's roles enrich all children's experiences and contribute significantly to children's learning.
- Outstanding relationships with parents significantly enhance children's learning and development because practitioners promote the importance of the home learning environment. This results in a combined approach to gathering information to identify the considerable progress children make.
- Highly skilled key persons have an excellent knowledge and understanding of children and provide an individualised programme of learning. As a result, children make excellent progress in relation to their starting points.
- Partnerships with external agencies are inspirational. As a result, children's individual needs are met extremely well and when needed, systems for early intervention are rigorous.
- Reflective practice is fully embedded in the self-evaluation. As a result, strengths and areas for development are accurately identified and managed, to support the constant pursuit of excellence and the highest levels of achievements for children.

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 looked at a sample of children's assessment records, planning documentation, evidence of suitability of practitioners, the 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

Child's Play Neighbourhood Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a community nursery run by a management committee. The nursery operates from purpose-built premises in the Allerton area of Bradford, West Yorkshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 16 childcare practitioners. Of these, 11 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 79 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 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:

- extend the provision for the two-year-old children to further enhance their specific needs.

Inspection judgements

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

Practitioners are highly knowledgeable about the Early Years Foundation Stage and they support children very well in their learning. Consequently, children thrive and make excellent progress towards the early learning goals. Children excel in a homely and dynamic learning environment. They are extremely well settled and thoroughly enjoy taking part in a varied range of worthwhile and stimulating activities, both indoors and outdoors. Practitioners undertake systematic and spontaneous observations that highly effectively inform both individual and group planning. This means that they are able to successfully meet children's individual needs and interests through a significant range of experiences. Practitioners have extensive knowledge of their key children. They explain in detail about what children can do and how they plan to move them on to their next identified stage of development. Thorough assessment records clearly identify children's

starting points and future learning.

Partnerships with parents and carers are excellent and highly successful strategies engage them in their children's learning. 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 keep parents informed about their child's progress. Furthermore, children's learning is extended further than the local community. For example, children and parents went camping to the Lake District. The purpose of the visit was to build positive relationships with families and to encourage parents to engage in their child's learning. Parents were encouraged to write shopping lists with their children. Cultural differences were taken into account in terms of food. Parents and children worked as a team to prepare and cook the food. Only healthy foods were purchased and adults modelled how to cook the food with their children joining in. Families from all different ethnic groups provided positive images that reflected their family, culture, religion and community. Parents and children went out into the forest to collect wood for the fire. There was an opportunity to go hill walking. In the community garden children were encouraged to pick their own fruit. Helpers were on hand to talk about healthy eating relating it to home experiences. This also gave children an opportunity to make choices and their own decisions. A sensory garden provided various plants, smells, water fountains, flowers and sculptures. This provided opportunities that would otherwise be denied to some children. In the evening everyone sat round the fire, socialising and singing songs and sharing stories from different cultures. This outstanding approach with parents means that children have a vast range of experience which helps them to make optimum progress in their learning.

The quality of teaching and quality of learning is inspirational. Children are provided with optimal challenge that significantly enhances their learning. Practitioners respond exceptionally well to children's interests and are actively engaged in their play, talking to them about what they are doing and supporting them in their play. They encourage children to talk about their own home and family life. They follow children's lead to talk about what they are interested in. All indoor and outdoor spaces are planned with care to ensure they appeal to children, are conducive to learning and all children have continual opportunities to experience all areas of learning throughout the day. The outdoor play space is an excellent extension of the learning environment with rope, tyres, soft play, hill, gardening and a mud kitchen. This high quality resourcing allows children to demonstrate the three characteristics of effective learning. For example, practitioners skilfully re-enacted through role play the camping visit children had experienced a couple of days earlier. Children built a fire from wooden blocks and practitioners talked through with children what precautions they should take to carefully toast the marshmallows at a safe distance. As a result, children develop an extremely positive disposition for active learning, exploring and thinking critically.

Literacy and numeracy skills are developing rapidly as a result of highly successful adult interventions and the effective use of resources. For example, the exceptional use of activities, such as baking, singing and digging for mini beasts, increase children's vocabulary and competence in speaking and listening, both independently and in groups. Children have many opportunities to make marks and practise their emergent writing skills. In addition, children's awareness of letters and sounds is effectively enhanced

through the use of rhymes, songs and focussed activities. As a result, children's preparation for school is extremely well supported.

Practitioners make exceptional effort to ensure that every child is cared for according to their personal needs and their parents' wishes. They strive to overcome barriers to achievement and children with special educational needs and/or disabilities and additional care are provided with excellent support to ensure that they are fully included in nursery routines and activities. Regular intervention and concise individual educational plans result in these children making at least a typical rate and more frequently accelerated progress for all strands in the prime areas.

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

Practitioners interact extremely well with children and parents as they arrive each day, which enables children and parents to separate with confidence. Children settle rapidly and form strong bonds with their key person and other practitioners. Children are effectively supported as they provide a strong base for them to develop their independence and embrace new experiences with much confidence. This prepares them extremely well for the next stage in their learning and development, such as moving on to school. Relationships are exceptionally warm and caring as all children and their families are treated with immense kindness and respect.

Transition within the nursery, from room to room is managed very well managed. Key persons visit the new room with their children to give them support and confidence. Children are also prepared well for the transition to school. Practitioners invite teachers to visit the nursery so that children can begin to build attachments before they start school.

Children are provided with extremely healthy, balanced and nutritious snacks and hot meals that are prepared on the premises each day. Children have been involved in growing herbs, vegetables and fruit. They have been active in the preparation process for snack and lunchtime. Consequently, children have a clear understanding of how to keep themselves healthy.

Children's emotional well-being is exceptionally well nurtured by the warm and purposeful interaction of practitioners who are effectively deployed throughout the nursery. They clearly apply consistent boundaries so that children develop excellent knowledge of what is expected and consequently display exemplary behaviour. Children play co-operatively, taking turns, demonstrating respect and concern for each other. Children contribute to the welfare of others when they guide younger children in learning the routines of the nursery. They display a sense of belonging as they are supported enthusiastically by practitioners, to help to tidy away at the end of an activity.

Children are very confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. This is demonstrated during outdoor play when they listen and adhere closely to the instructions

of practitioners. Children are challenged and encouraged to take risks on a daily basis. As a result, they display high levels of curiosity and independence throughout their play. Children are encouraged to be independent with all routines. They are provided with an excellent balance of learning opportunities that include free play and adult-led activities, group times, outdoor play and outings. As a result, children are active learners and participate enthusiastically in all activities.

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

The leadership and management team have outstanding ambition and pursue excellence throughout the nursery. Their consistent motivation and enthusiasm inspires practitioners, who are highly dedicated, to provide parents and all children with an excellent service. Children are fully safeguarded because highly effective procedures ensure their safety at all times. All practitioners complete regular safeguarding training. The manager has completed extensive training in this area to further support practitioners. Consequently, practitioners have an excellent understanding of their roles and responsibilities should they be concerned about a child in their care. For example, where there is a child protection issue or if a child is in danger, a free place is provided above and beyond the additional free hours to ensure the child is safe and fed.

Robust recruitment and vetting procedures are implemented, which ensures that all practitioners are suitable to work with children. All new practitioners undergo a thorough induction programme and complete a probationary period. All the required documentation is in place and meticulously maintained. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Effective policies and procedures, comprehensive health and safety audits, and extensive risk assessments contribute to maintaining a very efficient and well-organised nursery. Children's safety is enhanced by the fingerprint entry system that prevents unauthorised access to the playrooms, and visitors are accompanied around the nursery at all times.

The leadership and management implement excellent procedures for monitoring the quality of the nursery, the educational programmes and children's ongoing achievements. For instance, they conduct regular audits to ensure high standards are being maintained. They closely track the progress of individuals and groups of children, so that any gaps in their learning are quickly identified and addressed. Attention to practitioners appraisals and ongoing professional development enables the team to provide a high quality care and learning environment.

The leadership and management are highly motivated and driven to strive in their pursuit of excellence. Practitioners actively contribute to reflective practice and self-evaluation. As a result, priorities for improvement are accurately identified and focussed weekly improvement plans are in place that are challenging, clear and achievable. Practitioners actively seek the views of parents and children, collating these together exceptionally well to identify the nursery's strengths and areas for development.

Parents are fully informed about all aspects of their children's care and learning through an excellent range of written and verbal communications. They speak regularly with their child's key person and are encouraged to contribute towards their child's assessment records. There are substantial opportunities for parents to support learning at home. Parents are extremely complimentary in their comments about the nursery. They appreciate the very flexible settling-in routines, the positive relationships they have with practitioners and how successfully their child's individual needs are catered for. Management and practitioners work extremely closely with parents and other professionals to support children with special educational needs and/or disabilities and other additional needs. They organise activities and deploy practitioners and resources to help ensure children are fully involved in the life of the nursery. Key persons liaise with other carers and providers that children attend so that children receive continuity in their care and 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	301939
Local authority	Bradford
Inspection number	915676
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	79
Name of provider	Childs Play Neighbourhood Nursery Limited
Date of previous inspection	20/07/2009
Telephone number	01274 549264

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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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