

Wilsden Village Nursery School

Village Hall, Townfield, Wilsden, BRADFORD, West Yorkshire, BD15 0HT

Inspection date

26/09/2013

Previous inspection date

03/05/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The fostering of children's personal, social and emotional development is given a clear emphasis by staff in all their work with the children. Consequently, all children are valued, happy and well settled.
- Children with special educational needs and/or disabilities make good progress because their needs are well met.
- Children are well safeguarded. This is because staff are very knowledgeable about their role and responsibility to keep children safe and the premises are kept secure.
- The enthusiastic leadership team in particular, the manager, communicates high expectations to the staff team and rigorous monitoring is successful in making and sustaining improvements.

It is not yet outstanding because

- Highly successful strategies have not been fully developed to engage all parents in their child's learning in order to enhance the planning for future learning so that it is based on a complete picture of children's development.
- The role-play area is not sufficiently resourced to offer a broad enough range of resources to capture the children's interest and imagination to further enhance their 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.

Inspection activities

- The inspector observed children in the pre-school room, village hall and outdoors.
- The inspector completed joint observations with the manager of the nursery.
- The inspector held meetings with the manager, two parents and had a telephone discussion with the committee chair.
- The inspector spoke to the staff and children throughout the inspection
- The inspector checked evidence of staff suitability, training certificates, policies, safeguarding procedures and the nursery's self-evaluation form.
- A range of documents were inspected including observations, planning and tracking of children's progress.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Wilsden Village Nursery School was registered in 1976 on the Early Years Register. It operates from two rooms in Wilsden Village Hall in the Bradford district of West Yorkshire. It is managed by a committee. The nursery serves the local area and is accessible to all children. The nursery is open each weekday, term time only from 9am to 3pm. Sessions on a Wednesday and Friday mornings are for the youngest children. Children have access to a secure outdoor play area.

The nursery employs 15 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status, one at level 6 and one at level 5. Volunteers also work at the nursery. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery obtains support from the local authority and from the Pre-School Learning Alliance. It has attained an award in Inclusion.

What the setting needs to do to improve further

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

- strengthen the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to offer their contributions about what their children know and can do at home
- enhance the range of resources in the role-play area in order to further support children's learning and interest.

Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and a secure knowledge of the seven areas of learning. The quality of practice is consistent and, as a result, all children make good progress in relation to their starting points. Each child has a learning journal, which is incorporated in a computer-based system. The electronic records contain observations, photographs and summary assessments, including a progress check at age two years where this is appropriate. The use of the electronic tablet allows staff to track the progress of individual children and groups. Parents have access to their children's electronic records at any time and are able

to discuss their child's progress during parents' events. However, staff have not fully explored further ways of encouraging all parents to share information in order to support their children's learning at home.

The strong staff team support each other effectively to provide a stimulating and well-balanced educational programme for all children, ensuring they gain the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Staff have high expectations of children's learning. They support the children's learning and development effectively because they take account of children's stages of development and their individual needs and interests. Staff use this information to successfully motivate children in active learning based on their interests. For example, discussions about the sea has inspired an interest in pirates and creating a pirate ship in the outdoors. Staff have used this extremely well to provide a wealth of activities with a clear learning intention in all areas of learning. Consequently, children continue to be motivated, think critically and creatively and, therefore, are well prepared for school.

Children's personal, social and emotional development is fostered extremely well. They are happy, confident and show sustained levels of interest and enjoyment in their chosen play. Children display high levels of confidence, engagement and motivation during their play and interactions with the staff. Staff encourage these children to share their interests and ideas, which are highly valued and incorporated well, to plan stimulating experiences and activities. Children's communication and language is supported well through purposeful play and interactions. For example, circle time, story sessions and discussions during play are extremely successful in encouraging children to speak and to introduce new ideas, concepts and vocabulary. Staff also teach all children to sign so they can communicate with children who use this method of communication. Children are confident speakers because staff value what the children say and show a genuine interest. Staff also make good use of puppets and visual aids to capture the children's interests and increase their language.

Staff provide good opportunities to promote the children's physical development. For example, indoors and outdoors, staff place an emphasis on ensuring children have a safe environment to move, jump and stretch. In addition, they incorporate weekly soccer sessions to further test their physical skills. All children daily use the outdoor area where they can develop their physical skills and get fresh air and exercise. There is an interesting and stimulating mud garden where children can investigate and experiment. Another area provides opportunities to climb and play imaginatively on a pirate ship. A third area offers opportunities which incorporates a ball pit, sand pit, digging area and opportunities to be physical such as, the slide, wheeled toys and balls and hoops.

All children have good opportunities to make marks indoors. For example, as they use paint, crayons, chalk and the writing areas. Staff make use of the dedicated book area very well to reinforce topics and children's interests. Books are made readily available for all and children show a fondness when adults share books with them. Children have good and meaningful opportunities to explore mathematical concepts, which are often linked to the topic and children's interests. For example, while using construction toys to make items for their pirate ship they use mathematical language and explain different sizes. They benefit greatly from good first hand experiences to predict and question why things

happen. For example, they talk about how the water has made the sand 'soft and wet'. Some role-play resources are popular and children show good levels of interest in them. However, the role-play area does not offer an extended range of resources and experiences to fully maintain children's interest. For example, the lack of accessories during the pretend princess role play means children do not carry on with their game.

Children learn about the wider world through the excellent displays, resources and discussions they have. For example, during circle time they happily give a greeting in French, Arabic and Spanish to each other. In addition, they actively ask questions to the culturally diverse staff team about their families. As a result, children demonstrate confidence around adults. In addition, during the use of computer games, children are able to practise using the keyboard and mouse to explore educational games. All these skills are transferable and will help them in their next move to school.

The nursery supports a number of children with special educational needs and/or disabilities. These children are well supported and make good progress from their starting points. Staff understand their needs well and work with other professionals and parents to devise individual education plans to enable all key people to work towards the same aspirations. They also ensure through one-to-one support that children's physical needs are managed as they assist them with the use of specialist equipment to engage in the activities. As a result, all children are included and their learning needs are very well addressed.

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

Children are well settled in the nursery and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children to settle into the setting by implementing strong arrangements for settling the children in. For example, during the settling-in period, the key person spends a good deal of time observing and getting to know each child. This means that children develop strong emotional bonds with their key person and are highly motivated and keen to learn.

A two-way flow of information between home and the nursery means that staff are aware of children's routines, dietary requirements and general care needs. As a result, children's individual needs are well met and parents and staff work closely together to provide consistency of care. Effective systems are in place to ensure the children's smooth transition to school and as they develop at the nursery. For example, children and parents are well prepared for transitions as the key persons effectively share information about each child with parents, secondary key persons or teachers. As a result, the move to the next step in their learning is seamless.

The resources are used well and there are secure systems in place to help staff to build effectively on children's achievements in learning. Consequently, children are involved, busy and enjoy their time at the nursery. Children are well behaved because staff consistently set clear boundaries and use positive strategies to manage their behaviour.

For example, older children have reward stickers to reinforce acceptable behaviour and celebrate their achievements. Staff place a clear emphasis on children learning how to stay safe. For example, children explain the rules to each other when they attend the morning soccer session.

Children learn about healthy nutritious foods through the healthy snack programme. Well-positioned displays enable children to recognise healthy food and drink and make good choices. The snack menus are shared with parents. All snacks are prepared daily on the premises and children can access the snacks throughout the session time. As a result, children's independence is encouraged because they serve themselves and they use the spreads on their snacks. Snacks include fresh fruit, vegetables and water. Children staying over lunchtime bring in their own packed lunch boxes and staff ensure parents include healthy foods in line with their policies. Children readily talk with staff about healthy eating as they discuss the fruit in their lunch boxes. This contributes well to the good health and well-being of children. Staff and children adopt effective hygiene practices to prevent the spread of infection and first aid, medication and accident requirements are met to secure the children's health and well-being.

There are strong links with the local school and collaborative working ensures children's care and education needs are supported well at transition. For example, moderating meetings take place with teachers from the local school.

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

Since the last inspection, the leadership team have taken significant steps to secure quality improvements. The strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. For example, they have worked exceptionally hard to ensure previous actions around safety, key person systems and consistency of staff practice have been fully addressed. The rigorous monitoring of practice and overseeing the educational programmes and has resulted in a significant improvement since the last inspection. A clear emphasis on providing ongoing appraisals, coaching, support and training has resulted in improved outcomes in supporting children's learning and development. These effective systems also ensure any under-performance in relation to securing the children's safety and well-being is tackled and managed very well.

Children are well safeguarded because staff have a good knowledge and understanding of what to do if they are concerned about a child's welfare. Most of the staff have attended local authority safeguarding training and have created comprehensive policies to underpin their knowledge. As a result, they are aware of their own responsibilities and the action to take to protect a child from abuse or neglect. All visitors are required to show identification and sign in and out of the visitors' book. This ensures that a full and accurate record of everyone coming in and out of the nursery is maintained. The premises are secure with locked doors and well-embedded procedures for ensuring the indoor and outdoor environments are safe and secure. For example, the staff complete robust risk

assessments for procedures for outdoor play and ensure that children are supervised at all times. As a result, children enjoy a safe and secure play and learning environment. In addition, robust recruitment and vetting procedures, alongside effective induction systems, help to ensure all adults are suitable to work with children. Appropriate accident and incident records are maintained and monitored to promote children's safety and well-being. As a result, staff are following the correct procedures to support children's welfare and safety.

Staff work very well as a team and hold weekly staff meetings to monitor the planning and ensure all children's needs are very well met. Staff are continually looking for ways to improve and evolve the planning system to ensure all children reach their full potential. This is done through regular evaluation of both the paperwork and their practices. Staff are dedicated to sharing best practice and regularly access support from the local authority support workers. As a result, the nursery is able to identify ways to improve practice for the benefit of the children. They meet regularly to discuss the progress children are making and identify those children who require interventions in their learning. As a result, gaps in children's learning are closing.

Questionnaires are sent to parents and their views are valued. Staff are very aware of the nursery's strengths and areas they would like to develop. For example, they have identified areas for development with the recent introduction of electronic assessments and have acted on the recommendations from the last inspection. For example, they ensure correct procedures are followed for completing accident records. The managers spend time monitoring staff practice and ensure that there are positive and clear improvement plans in place. This demonstrates a strong vision for continuous improvement.

Parents and carers spoken to on the day of the inspection are positive about the quality of the service provided and the information they receive. For example, staff use the electronic tablets to inform parents about the activities undertaken and information on observations of what the children have achieved. Effective partnerships working with other professionals and agencies involved with the children results in a good sharing of information and support for the children in their welfare, care and education. This good collaborative working with parents and carers and other professionals and agencies, provides good support for those children with special educational needs and/or disabilities. As a result, the partnerships with others enables the staff to meet the children's individual needs and maximise most of their learning experiences.

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	302008
Local authority	Bradford
Inspection number	926008
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	81
Name of provider	Wilsden Pre School Committee
Date of previous inspection	03/05/2013
Telephone number	01535 275534

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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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