

The Children's Place

Daisy Hill, Lynfield Mount, Heights Lane, Bradford, BD9 6DP

Inspection date 29/10/2013
Previous inspection date 23/06/2009

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children in the pre-school room enjoy a variety of stimulating activities that capture their interests. As a result, they make good progress in their learning because activities motivate them.
- Strong partnerships with parents means that detailed information is shared with them about their children's learning. This means that they are well supported in promoting their children's learning at home.
- Children are supported well during transitions because caring practitioners understand their need for emotional support during periods of change in their lives.

It is not yet good because

- Everyday routines are not planned to take account of children's individual needs. As a result, they are not enjoyable for all children because sometimes they are too tired and fractious.
- Induction of new staff is not robust enough to ensure accountability arrangements are clear and they have a thorough understanding of their responsibilities for keeping children safe.
- Monitoring of staff practice is not sufficient to identify all areas for improvement. As a result, not all weaknesses in teaching practice have been successfully identified and addressed.

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 activities in the main playrooms and the outside learning environment.
- The inspector held meetings with the manager and provider of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's own evaluations.

Inspector

Nicola Dickinson

Full Report

Information about the setting

The Children's Place was registered in 2003 on the Early Years Register. It is situated in a purpose built premises in the Daisy Hill area of Bradford and is managed by Children's Place Day Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 92 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.

What the setting needs to do to improve further

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

- improve induction procedures for new staff to ensure they understand their responsibilities for safeguarding children and lines of accountability are made clear to them, thus, ensuring they can keep children safe at all times
- improve the monitoring of staff performance to ensure all areas of weakness in practice are accurately identified and training programmes focus on areas for improvement.

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

- evaluate everyday routines to ensure they are effective in meeting children's individual needs, thus, ensuring their well-being is maintained at all times.

Inspection judgements

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

Practitioners in the nursery have a suitable knowledge of the Early Years Foundation Stage. Planning takes into account each child's individual interests. This ensures children

are provided with developmentally appropriate educational programmes that support their learning experiences, because they reflect their preferences for learning. The nursery is welcoming and children's independent exploration is supported by a variety of interesting resources, both indoors and outside. For example, during outdoor play, children enjoy investigating under logs and stones to see what bugs they can find. They discuss the speed that the black beetle moves and how slow the worm is in comparison. With adult support, babies enjoy sensory experiences using a range of natural materials, including the feel and sound of shredded paper and investigating chosen objects from treasure baskets.

Children in the pre-school room enjoy a range of well-thought out adult-led activities that capture their interests and motivate them to learn. Activities are planned to reflect the routines they will experience in school. For example, circle time encourages them to listen to each other and maintain their attention for longer periods of time. This means that when the time comes for them to move on to school they are familiar with some of the routines they will experience in school. Practitioners encourage them to develop early writing skills by using a variety of media to paint on a large scale. The interest of boys is sparked by making marks in mud with toy vehicles. Children learn mathematical concepts, such as counting and colour, as they build with various construction materials and weigh objects using scales.

However, the quality of teaching across the nursery is not consistently high and as a result, not all children benefit from good quality interactions and support. Opportunities to promote children's understanding are often overlooked because practitioners do not always listen to them perceptively. One example is during role play when children are 'cooking' in the play kitchen. Practitioners do not, always, recognise their cues and as a result, do not engage children using further prompts or questioning to explore their ideas. This means that they are not fully supported in making connections between their learning experiences at home and the nursery. Nevertheless, all children are making steady progress across all areas of learning and some focused teaching ensures the gaps are narrowing for those, who enter the nursery below the expected level of development for their age.

Overall, children are appropriately supported in developing their communication and language skills because some practitioners use props effectively to promote children's language development. For example, they use circle time, stories and songs to support children's developing attention and listening skills. Some of the children, who attend the nursery, speak more than one language and the nursery works well with parents to promote the development of their home language as well as English.

The nursery uses a range of methods to share information about children's learning with parents, including text messaging, emails and social networking sites. Practitioners obtain information about children's interests and their starting points from their parents. They are knowledgeable about where each child is in their development and make good use of early years guidance documents to develop individual learning plans that focus on the skills children have already acquired. Family days, when parents can spend time in the nursery working with their children, support parents understanding of how the nursery is promoting their children's learning. Feedback about activities children have enjoyed is

shared with parents through daily discussions. Parents' evenings ensure they can share detailed assessments of learning with key persons and this ensures they are included in planning children's next steps in their learning. All parents feel they are fully involved in their children's learning. Practitioners complete assessments, such as the required progress check at age two years and summative assessments, which are shared when children move on to school.

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

The nursery embraces children from a variety of different cultures and nationalities. Parents feel this is a strong aspect of the setting because their children are developing a good understanding of different communities from around the world. They develop their understanding of equality and diversity through everyday discussions and a variety of resources and activities. For example, they learn key words from different languages during circle time. Children are learning to tolerate each other's differences and this is demonstrated through the secure peer relationships they are developing. For example, they share and take turns and are keen to share their play with their chosen friends. Teaching children to understand the needs of others helps to prepare them for the larger social environment of school. They behave well because clear, simple explanations, appropriate to their stage of development, support their growing understanding of right and wrong. Boundaries are consistent and the nursery works closely with parents to ensure behaviour management strategies are continued at home. Parents demonstrate that they value the contribution the nursery makes to their lives because they feel the nursery 'is individualised and they work hard to ensure they are meeting the needs of each child'.

Children, who are established in the nursery demonstrate they are settled and happy. They are self-assured around visitors and they demonstrate their confidence by independently accessing resources and sharing their learning experiences. An appropriate key person system ensures children develop secure attachments to chosen adults early in their care. Practitioners in the nursery are knowledgeable about the families they are working with and this ensures their need for additional emotional support through periods of change is met. Children visit the setting with their parents and settling-in sessions help to smooth transition, providing some continuity in their care. Established partnerships with local schools make sure certain information, essential to the well-being of the most vulnerable children, is shared with key persons.

Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move onto school. They enjoy cafe style mealtimes where they set tables and serve themselves. This helps them to prepare for the routines they will experience in school. However, everyday routines are not planned well enough, taking into account the needs of each child, to ensure children's well-being needs are met. For example, the youngest children sit at tables for too long before their meals are ready. As a result, they are not well behaved and do not want to sit down because they are too tired and fractious to enjoy their mealtimes.

Bluebells room children enjoy free access to the outdoor area. For younger children,

outdoor play is planned at times during the morning and afternoon sessions. They have access to a wide range of resources that support independent investigation, including a large natural environment. Practitioners teach children to risk assess for themselves as they use the natural slopes and different levels to develop physical skills. During outdoor play, they learn how their bodies benefit from healthy exercise. Practitioners show they give suitable priority to children's safety by being vigilant and ensuring children are well supervised and kept safe.

Children learn about growth and change, by caring for and monitoring the progress of the nursery's pets. Each room has a giant snail and the pre-school room has guinea pigs. This supports their growing understanding of how care routines keep them and others healthy. They also enjoy learning activities delivered by outside agencies that support their developing knowledge and understanding of the world. Children enjoy a wide range of healthy, nutritious meals provided by the adjoining hospital and menus are shared with parents.

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

The manager has an appropriate knowledge of the learning and development requirements. She works with other practitioners from the Children's Place nursery group to evaluate planning to ensure the experiences the nursery offers, present children with challenges that promote their learning. However, how practitioners deliver planned educational programmes is not effectively monitored. This means that the manager cannot be certain that all practitioners are helping children to sustain solid progress across all areas of learning and development. Nevertheless, assessments show that children are making progress. Information about children's learning is shared with other providers where children experience shared care and summative assessments are shared with school to support continuity in children's learning.

Practitioners in the nursery have completed safeguarding training to develop their knowledge of child protection issues and overall, they demonstrate they understand their responsibilities for ensuring children are kept safe. Entry to the nursery is by buzzer and security procedures are adhered to. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place. The times when staff arrive and leave are recorded, which ensures ratios are adhered to at all times. Daily checks ensure the environment is safe and suitable for children. Detailed risk assessments are in place for the premises and any trips the children attend. There are 12 members of staff, who hold a current first aid certificate, which means that they can give appropriate treatment if a child has an accident. Appropriate recruitment procedures ensure practitioners are suitable to fulfil their roles. However, induction of new employees is not yet robust enough to make certain new practitioners have a thorough knowledge of their responsibilities for safeguarding children. For example, lines of accountability are not, always, made clear to them and as a result, they are not certain who to go to if they have concerns.

The manager demonstrates some commitment to driving improvement and raising the

standards of the nursery provision. She supports parents' understanding of the nursery's practice by providing them with copies of the policies and procedures, so they are clear about the service they provide. Training programmes encourage practitioners to develop their knowledge of how children learn, for example, how they can promote children's understanding of emotions using 'empathy dolls'. The nursery works with early years consultants to identify strengths and weaknesses. Development plans record areas identified for improvement, such as improving the outdoor provision and the action taken to address them. Although, the manager monitors the service they provide, self-evaluation is not yet robust enough to ensure all weaknesses are identified. For example, she has not effectively identified that there are inconsistencies in the quality of teaching across the nursery. As a result, action plans do not prioritise the development of high quality teaching practice.

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	EY252556
Local authority	Bradford
Inspection number	917612
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	92
Name of provider	The Children's Place Limited
Date of previous inspection	23/06/2009
Telephone number	01274 363 146

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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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