

Bramley Children's Centre Bluebells

The Resource Centre, Fairfield Terrace, Bramley, Leeds, LS13 3DQ

Inspection date

16/12/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- There are strong partnerships with parents who actively contribute to children's learning from home. As a result, staff plan meaningful activities which support and extend children's learning.
- Staff give good attention to safeguarding children. They have a good knowledge of their roles and responsibilities in this area, which means they can respond promptly to any concerns and keep children safe.
- Staff are confident in their teaching and provide children with a good range of activities that capture their interest, particularly those relating to speaking and listening. This means children make good progress in their learning and development and become confident communicators.
- Children's progress is monitored effectively and as a result appropriate interventions are provided and gaps in children's learning are closing.

It is not yet outstanding because

- Staff do not always promote opportunities for children to develop their knowledge of good hygiene routines.
- Records of staff training are not fully effective in monitoring whether staff training is current and up-to-date.

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 play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation with the leader of the provision.
- The inspector looked at a selection of children's learning journals and progress tracking information.
- The inspector carried out a meeting with the leader and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation and improvement plan.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Bramley Children Centre Bluebells Nursery was registered in 2013 on the Early Years Register. It operates from one main playroom and other facilities, including an outside play area, within a complex adjacent to Bramley Children's Centre. The provision is situated in Bramley, Leeds, West Yorkshire and serves the local community.

There are currently 22 children attending who are in the early years age range. There are three staff working directly with the children, all of whom have a qualification at level 3. The provision is open five days a week from 8.30am until 11.30am and 12.30pm until 3.30pm Monday to Friday, term time only. The provision receives support from the local authority. It provides free early education for two-year-old children. It supports a number of 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:

- provide further opportunities for children to develop their understanding of personal hygiene routines
- develop an effective system for monitoring the whole of the staff team's training.

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 use this well to support children's learning and development. They effectively observe children and plan a balance of adult-led and child-initiated learning opportunities and experiences which are based securely on children's interests and their identified next steps in learning. As a result, children are gaining the skills and attitudes to prepare them for their next stage of learning, such as moving on to school.

The quality of teaching is good. Staff support children's love of books and stories well. They provide a good range of books for children to select from, props and resources to support the stories and a cosy area in which to read them. For example, one child requested a favourite story. A member of staff read the book with great enthusiasm asking appropriate open-ended questions and encouraged the child to join in with the story as she was reading it. As a result, children are beginning to become aware of the way stories are structured. Adults demonstrate their understanding of individual children

and adapt their language and questioning skills when reading stories. For example, when reading a story to a child with a hearing impairment the adult supported the child by using signs and single words. As a result, children's learning is tailored to meet their individual needs. Staff extend children's mathematical language well and sensitively interact with children in self-chosen activities. For example, a member of staff responds to a child wanting to play hide and seek by asking her how many she wants her to count to and then counts audibly and slowly to five holding her fingers up as she does so. At snack time children are encouraged to say how many pieces of fruit they would like and then to take the appropriate amount. As a result, children are developing their counting skills and the concept of number and quantity. Staff interact effectively with children and encourage them to explore different media and talk with them about the different types of lines and marks they have made. As a result, children are beginning to ascribe meaning to their own marks in preparation for writing. Children are encouraged to use the dustpan and brush to sweep up the sand and are given an assortment of different sized jugs and containers in the water tray. As a result, children are developing their fine motor and coordination skills. Children are provided with a broad range of resources and activities in the indoor environment. There are quiet areas where children can go to be quiet or which can be used for more focused work with individual children. Resources are clearly labelled with photographs and labels and accessible for children to select. Staff support these decision making skills by asking children where they would like to play. As a result, children develop their independence skills in finding and selecting what they would like to do.

There are good partnerships with parents who contribute to their children's learning by sharing achievement and interests from home. This partnership working enhances the effective planning and assessment cycle further. Parents feel that they are well informed on a daily basis of their children's achievements and feel their children are making good progress. Parents had a good understanding of the progress check which they contributed to. Parents know who their child's key worker is and report feeling happy and welcome in the nursery. As a result, children thoroughly enjoy the time they spend in the provision and make good progress in their learning and development. Children with special educational needs and/or disabilities are supported well. Initial registration documents include existing external support. Assessments accurately identify children strengths and weaknesses in learning and development. This ensures advice is sought and intervention is secured to meet children's needs at the earliest stage. Individual education plans are in place where appropriate and reviewed jointly with specialist external services. Staff use British sign language to support children's communication skills within the provision.

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

Children are supported well when they start at the provision. They come for introductory visits to meet staff and familiarise themselves with the environment. The settling-in process is flexible and meets the needs of individual children. Information from parents is collected and used to support the children in the move from home, consequently, children are well settled and emotionally secure. Children move from the provision into the children centre or local schools. Staff have good relationships with early years staff in the school and at the centre and support children to move effectively with visits and sharing

information about the child. As a result, children make seamless transitions between the provision and school. There is an effective key person system in place. Initially children are allocated a key person before the child starts, however, if the child gravitates to another member of staff and forms an emotional bond with them, then the key person will change. The key worker groups are clearly displayed on the wall and parents know who their child's key person is. Staff fully understand their role in ensuring that every child's learning and care is tailored to meet their individual needs and to seek to engage and support parents in guiding their child's development at home. As a result, children are happy safe and secure and form strong attachments with the adults in the provision.

Adult are good role models and support children well to manage their behaviour. They give lots of positive praise for good behaviour, for example, saying 'That is so kind, it makes me really happy' in response to a child giving another child a toy. They use distraction techniques to avoid escalation of frustration or anger. Simple explanations support children's understanding of why some behaviour is unacceptable. For example, a member of staff explains to a child why it is not a good idea to kick a potty in the bathroom. As a result, children are aware of the boundaries of behavioural expectations in the provision. A strong emphasis is put on children's independence and self-care skills as they are encouraged to put on and take off their own coats and boots and use the bathroom independently. Therefore, children are developing skills of taking care of themselves and their own personal needs.

Children are provided with a healthy snacks during the session with milk to drink. However, they are not consistently encouraged to wash their hands before sitting down for snack. As a result, they are not learning to the importance of following good hygiene routines. Drinking water is available for them to access independently during the session. Children have access to the outdoor area for the majority of the session which means they benefit fully from lots of fresh air. Free movement is encouraged and children enjoy running and jumping both on a level surface and on a slope. A variety of natural resources, for example, logs and bark supports children learning outside.

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

Leadership and management are good. The leader and her team fully understand their responsibility in safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. All staff know and understand procedures to follow should they have any concerns and know who to contact. There are clear procedures in place for the use of cameras and mobile phones. Permission is obtained from parents for the staff to take photographs of children. Comprehensive risk assessments are undertaken on the premises and staff are vigilant in carrying out daily safety checks. The premises are kept secure at all times and the bell and intercom system on the main entrance ensure there is no unauthorised access to children. There is a password system for the collection of children. As a result, children are kept safe and well protect. Robust recruitment and vetting procedures ensure staff and safe and suitable to work with children.

The leader has a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. She has a secure knowledge of the Statutory framework for the Early years Foundation Stage and uses this well to support her staff. As a result, there is a very stable staff team who are enthusiastic and clearly enjoy working in the provision. She has a clear vision and wants all children who attend to make good progress from their starting points. Planning and assessment systems are monitored effectively and the leader confidently describes what is working well. The summative assessment system for tracking children's progress clearly identifies which age and stage a child is currently working within. Cohort data is collected and analysed then used effectively to ensure that progress is being made as well as to identify areas where children may need more support. Consequently, appropriate interventions are secured and children receive the support they need. There is a clear induction policy in place which ensures new staff are secure about their roles and responsibilities. Staff are kept up-to-date with policy changes and procedures through monthly staff meetings. The leader carries out informal observations of practice to monitor the quality of teaching and ensure training needs are identified. This is further monitored through effective performance management which provides support, coaching and training to meet individual staff needs. However, there is no effective system of monitoring and recording whole staff training to help management identify when staff need to update core training, such as first aid.

Self-evaluation takes into account the views of staff, and the parents. Views are sought through regular meetings with staff and questionnaires, a suggestion box and a comments book from parents. Actions identified from self-evaluation are evidenced in practice, for example, the development of the outdoor environment. Reflective practice notes are evident on the wall in the play room and have been used to consider how staff can improve group time to make it more appropriate to meet the needs of all children attending. There are well-established links with other professionals within the local authority and this further enhances the self-evaluation process. Children with special educational needs and/or disabilities receive good support because staff work very closely with parents and any outside agencies involved in their care, to ensure they reach their full potential.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462492
Local authority	Leeds
Inspection number	920241
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Leeds City Council
Date of previous inspection	not applicable
Telephone number	01132566354

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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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