

Dradishaw House

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

Inspection date	06/11/2013
Previous inspection date	08/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- The manager aspires to improve and has developed plans to share best practice in the nursery.
- Children have formed secure bonds with their key person. They are confident and act independently in their surroundings because of the well-implemented settling-in routine.
- Links made with professionals and the local community are suitably implemented to support children with special educational need and/or disabilities.

It is not yet good because

- Observations are not detailed enough for practitioners to plan activities that sufficiently challenge children and extend their learning to enable them to make the best possible progress, taking into account children's learning styles, interests and achievements.
- The information shared by parents when children first start to attend is not sufficiently detailed. Practitioners talk with parents about their children's progress, but arrangements to guide children's learning at home are not well developed.

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 the quality of teaching and activities in the play area and garden.
- The inspector took account of the views of parents spoken to on the day and information from the assessments.
- The inspector spoke to the manager and conducted a joint observation with the deputy.
- The inspector looked at children's assessments records and planning documentation, and checked evidence of appropriate training.

Inspector

Thecla Grant

Full report

Information about the setting

Dradishaw House was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted shop in the Silsden area of Keighley, West Yorkshire, and is managed by a private owner. The nursery serves the local area and is accessible to all children. It operates from four playrooms in premises on three levels, and there is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at levels 3 and 5, and the manager holds a degree and Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for Bank Holidays a week at Christmas. Sessions are from 7am until 6pm and children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. There are currently 90 children on roll, 31 of whom are in the early years age group. The nursery also provides care before and after school and during school holidays. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- involve parents in their children's learning by improving the exchange of information on entry and during the placement, and encouraging them to share their views and enhance children's learning and development at home.

Inspection judgements

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

Practitioners have a sound understanding of child development. However, the observations and assessments of children's progress are not detailed enough to plan challenging activities to support children's learning styles and interests, to enable them to make the best possible progress. Children with special educational needs and/or disabilities have an individual play plan to support their learning. The provision also has

specialised equipment to support the children in accessing the resources.

The educational programmes cover the seven areas of learning, and practitioners help to motivate children to learn because they use the resources provided to extend children's play. For example, during story time in the toddler room, children are asked questions to make them think and develop their own ideas, for example, whether their trousers are the same as the teddy bear's in the book. Practitioners also support children's vocabulary by giving them the descriptive words needed to say what they see. Children in the baby room constantly engage in play with the resources provided, and actively explore the size and texture with their mouth. Practitioners understand that babies need to be stimulated to learn, and therefore constantly talk to them to support their communication skills. As a result, the babies gurgle in response. Children confidently choose art and craft activities that develop their creativity. They use the cotton buds to paint a picture, but are not challenged to think about what else they can use to paint with. Children also explore technical equipment, such as play mobile telephones, but are not supported to explore their ideas of how to get the telephone working again. The quality of teaching is varied with different practitioners. However, children have the basic skills needed for the next stages in their learning, especially school.

Partnership with parents are developing, and most know that they can look at their children's learning journal. However, parents are not asked for enough information about their children's development when children first start at the setting and they are not consistently guided in how they can support their children's learning and development at home.

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

The well-implemented settling-in procedures include information from parents to help the key person to get to know the child well. This means that from a young age children know what to expect and have developed secure bonds with their key person. Children have a general understanding of the rules, although at times they need to be reminded to use an apron when they begin to paint. Practitioners are good role models, get on well with one another and regularly praise the children for their efforts. As a result, children's self-esteem is promoted and they are well supervised and confidently take risks in the safe environment. For example, children access fresh air and exercise during outdoor activities. They show a sense of achievement and pride when they attain their goal of stepping from one crate to another. Children also learn how to keep themselves safe in an emergency and confidently discuss the emergency procedures. This means that children feel safe and secure while at the nursery.

Mealtimes are a social occasion where children sit together to enjoy a nutritionally balanced meal. During this time practitioners talk to the children about their meal to promote their communication skills and understanding about healthy eating. Children in the pre-school room have easy access to the sink and independently wash their hands with soap and water. This means that they are able to manage their own care needs and adopt good personal hygiene practices. Arrangements are in place for smooth transitions as children transfer to other rooms within the nursery. Children visit the room with their

key person, and during the initial visit information is shared about their care plan and development.

Children who attend the wraparound care have ownership of their club and have developed secure relationships with practitioners and their peers. Resources provided include activities where they can relax before and after school. The care of the older children does not negatively affect the care of the younger children, because there is plenty of space for children to play in small groups.

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

The inspection was brought forward because of a safeguarding issue which related to the accessibility to medication. The manager has acknowledged that this happened and has put procedures in place to make sure it does not happen again, by locking all medication away. At inspection the provider was found to be meeting all the requirements in relation to children's safety and welfare.

The management team have a sufficient understanding of their responsibility in meeting the learning and development requirements. For example, they use a monitoring tool to observe the staff's performance and their quality of teaching, to support their professional development. As a result, training sessions are organised to enhance their practice. Staff who support children with special educational needs and/or disabilities, and those in the role of special educational needs coordinator attend specialised training to improve their knowledge. In addition to this, staff appraisals and supervisions are offered. The provision is supported by the local authority, who assists them in developing their service. Children's progress is tracked to monitor their development and learning. However, this is not consistently thorough to identify any gaps in their learning. This means that gaps are closing slowly.

The management team have a clear understanding of the safeguarding and welfare requirements. For example, all medication is locked away out of children's reach and all accidents are recorded. The staff are appropriately deployed throughout the nursery to ensure that the adult-to-child ratio is met. In addition, the premises are secure and the electronic entry system ensures that intruders cannot access the setting. The management team also make sure that all adults who have access to the children are appropriately vetted and hold a Disclosure and Barring Service check. This information is recorded along with staff's qualifications. This means that the staff team are suitable to be in the vicinity of children.

The recruitment procedures include a general induction programme to support new staff. This means that all new staff access training in health and safety and safeguarding. They also receive on the job training from the mentoring programme to become familiar with the nursery routine and policies and procedures. All staff, including relief staff, are required to access online safeguarding training. As a result, staff have a suitable understanding of how to safeguard children and identify signs of abuse. This suggests that the manager has a clear understanding of her role as the named person for safeguarding,

and suitably ensures that children are protected while at the nursery.

The manager aspires to improve and has developed plans for improvement. These are to organise peer observations to share best practice in the nursery and develop parents' involvement in the evaluations of the nursery. This suggests that the manager is developing the capacity to sustain improvement. She has also made links with other professionals to support her staff in caring for the children, especially those with special educational needs and/or disabilities.

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	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	EY339820
Local authority	Bradford
Inspection number	941811
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	08/08/2013
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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