

# Birkenshaw Kindergarten Club

38 Old Lane, Birkenshaw, Bradford, West Yorkshire, BD11 2JX

<b>Inspection date</b>	05/03/2014
Previous inspection date	14/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Practitioners effectively use their observations to plan activities around children's independent choices, likes and interests to support their individual progress. Therefore, children approach their play with enthusiasm, they are engrossed and behave well.
- Key persons and other practitioners have good relationships with children, they meet their individual needs and they provide continuity in their care. Therefore, children feel safe and emotionally secure in the homely, caring, welcoming and friendly environment practitioners provide.
- Practitioners keep children safe and promote their welfare, health and well-being because they have a good understanding of the safeguarding and welfare requirements.
- Staff retention is good and this provides consistency for children and parents. A targeted programme of professional development supports practitioners' aspirations to improve their personal effectiveness. This contributes to a well-qualified team with a strong commitment to sustaining improvement.

### It is not yet outstanding because

- Strategies for involving parents in children's initial assessments is not always comprehensive enough to support planning for their exceptional 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.

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 toured the premises and observed children playing indoors and outdoors.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager, she looked at children's learning records, planning documents, quality improvement plans and a selection of policies and procedures, including evidence of suitability of practitioners.
- The inspector took account of the views of parents through discussions and information provided on parental questionnaires.

## Inspector

Helen Blackburn

## Full report

### Information about the setting

Birkenshaw Kindergarten Club was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Birkenshaw and is managed by a partnership. The nursery serves the local and wider area and is accessible to all children. It operates from a purpose built extension to the rear of the proprietor's home. Children are cared for in three rooms, dependent on their ages. Children have access to an enclosed area for outdoor play. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status. The nursery opens all year round, except for bank holidays and Christmas week. Sessions are from 7.30am until 6pm, Monday to Friday. The nursery also collects children from the local school. There are currently 85 children on roll, of these 84 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 is a member of the National Day Nursery Association.

### What the setting needs to do to improve further

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

- strive towards promoting highly successful strategies to involve all parents in their child's learning, for example, by seeking comprehensive information from them about children's prior skills, learning and progress during initial assessments, to ensure assessments are precise, sharply focused and accurate to support planning for children's exceptional learning.

### Inspection judgements

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

Practitioners have a good understanding of how young children learn and develop. Therefore, their teaching methods are strong and this means they support children's good progression and readiness for school. They are actively involved in children's play and through making good use of open-ended questions; they encourage children to be active learners. Therefore, children are willing to have a go; they solve problems and work things out for themselves. For example, when children are planting their seeds, practitioners ask children what they think, rather than just giving them an answer. Practitioners make effective use of their observations to monitor and track children's progress across all areas of learning, having a strong emphasis on the prime areas for younger children. In addition, through their daily interactions with children and summarising their progress on a regular basis they are aware of children's learning needs and what they need to plan to support their progression. This includes having a good awareness of children's current

interests and likes, which they use to plan a wide variety of activities they know children enjoy. For example, following a child moving home, children enjoy looking at maps on the internet of where they live, they build their own houses in the role play area and talk about the community in which they live. This effectively supports children's development in understanding the world. As a result of practitioners planning to children's needs, likes and choices, children approach their play with enthusiasm. In addition, as practitioners plan activities across all areas of learning, children make good progress in their learning and readiness for school. For instance, older children are eager to write their name, they pretend to take the register when playing at schools and they recognise the letters and sounds in their name. In addition, through songs and activities, such as sand play, younger children learn about number, they talk about their full and empty buckets and count in everyday situations. These activities effectively promote children's learning in mathematics and literacy.

Practitioners provide a learning environment for children that is welcoming and stimulating and through their continuous provision; they ensure children experience activities across all areas of learning. For example, they organise a good selection of resources for children of all ages to make safe and independent choices in their play. For example, babies enjoy exploring the pasta, they thoroughly enjoy choosing their favourite books and young children enjoy the freedom of playing outdoors, exploring the sand. Children experience a good selection of activities to foster their development in expressive arts and design. Practitioners skilfully support children's communication and language skills. They interact with children of all ages, for example, they repeat words and provide running commentaries when engaging with babies and younger children. In addition, by asking questions and giving children time to think and respond, all children's communication and language skills develop well. For example, babies eagerly point to pictures in the books, young children excitedly join in the action rhymes in songs and older children engage easily in conversations. In addition, practitioners recognise the importance of embracing and fostering any languages children speak at home. Therefore, when welcoming children at registration, older children are keen to say hello in a variety of languages, such as French and Spanish.

Practitioners have good relationships with parents and they work well together to meet children's individual needs. Through documentation, noticeboards, regular newsletters, policies and procedures, parents receive good information about the service, care and education in place for their children. Practitioners regularly discuss children's progress with parents and they share their child's progress record and observations with them. In addition, through parent evenings, they ensure parents are involved in their child's progress and next steps. Through 'what have I done at the weekend' forms they continue to encourage parents to share their child's learning at home. Practitioners work well with parents if they have any emerging concerns about a child's progress or if children have an identified special educational need and/or a disability. For example, they work together to agree plans so learning is targeted and tailored to each child's specific needs. This contributes to supporting continuity in children's learning.

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

All practitioners, including children's specific key person have good relationships with children. When settling new children, key persons spend time with individual children to ensure they form secure bonds and attachments with them. These positive relationships and meeting of children's needs, results in children being happy and settled. In addition, when children first start at the nursery, practitioners use an 'all about me' booklet, settling-in visits and discussions with parents to find out about children's individual care needs, likes and routines. This contributes to promoting continuity in children's care because practitioners build into the nursery day children's individual routines. Therefore, children's experiences mirrors their routines at home, which means transition arrangements from are home are good and this provides security and emotional stability for them. However, although the 'all about me' booklet contributes to promoting continuity in children's care, practitioners gather less information about their progress to support planning for their exceptional learning. For example, information from parents about children's starting points, skills and learning at home is less comprehensive. In addition, when completing children's initial assessments, practitioners are not always involving parents in the process. Therefore, children's assessment are not always precise, accurate or sharply focused to support children in making exceptional progress in their learning. Key person arrangements also contribute to effectively supporting children's transitions as they move around the nursery. For example, when children move rooms, key persons share all relevant information with new carers. In addition, the layout of the building provides good opportunities for children to see their siblings and familiar adults, who have previously cared for them. Therefore, through effective transitions arrangements from home and around the nursery, practitioners support children in embracing their future learning. For example, when they start school, children have the confidence and self-assurance to manage change. This, alongside positive, caring, secure, and stable relationships effectively promotes children personal, social and emotional development.

The learning environment is safe, clean, welcoming, friendly and homely for children. Children have a good understanding of ways in which they can keep themselves safe. For example, practitioners ensure babies have the space and freedom to explore their environment, whilst being under their close supervision. In addition, older children learn about taking safe risks when using the hammer and nails when building and constructing with wood and other materials. Practitioners display children's work and photographs around the nursery and this provides a sense of belonging for children. Children's behaviour is good. Practitioners are positive role models and they provide consistent routines and boundaries for children. They make good use of praise to celebrate children's achievements and to recognise their efforts and contributions. Through play and discussions practitioners provide clear explanations so children learn about right and wrong. For example, through play they encourage children to share and take turns. This supports children in having positive, harmonious and cooperative relationships with their peers. For example, older children work cooperatively when planting their seeds and through discussion they talk about using 'kind hands' so that they recognise how their actions may hurt their friends. As a result of effective behaviour management strategies, children have high self-esteem and confidence in their own abilities.

Children have good opportunities to develop their self-care skills, independence and understanding of effective health practices, hygiene and healthy lifestyles. For example,

practitioners implement a wide range of policies and procedures, which contribute to keeping children healthy. For instance, regular cleaning routines, adhering to effective food hygiene practices, safe administration of medications and procedures for managing illness, all contribute to minimising the risk of illness and infection. The nursery menus are freshly prepared and incorporate all food groups, including plenty of fresh fruits, vegetables, protein and carbohydrates. This provides good opportunities for children to talk about the importance of making good choices. As a result, older children talk about how their meal is a balanced diet. In addition, practitioners are mindful of children's dietary needs and allergies and meet all children's needs. Mealtimes provide a social experience for children and they offer some opportunities for them to be independent. For example, older children carry their plates to the table and select their own knives and forks. This supports children to develop their self-care skills. All children from a young age practise effective hygiene routines, so that they develop good self-care skills and an understanding of their own personal health needs. For example, they routinely wash their hands before meals and snacks. The nursery provides good opportunities for children to play outdoors so that they enjoy the benefits of playing in the fresh air. For example, outdoors children have good opportunities to dig, run, climb, balance and use small apparatus, such as balls and hoops. These experiences contribute to supporting children's physical development and their understanding of exercise and the importance of leading a healthy lifestyle. In addition, overall the outdoor learning environment fosters children's development across all areas of learning, although, the house is less exciting than other areas. For example, children plant and grow and they thoroughly enjoy watching the animals in the surrounding fields. In addition, there is a good range of equipment that children can use in different ways, such as, pipes, guttering, crates, boxes and tubes.

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

Practitioners have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All practitioners access basic safeguarding training, including management completing advanced training. This means they all have a good understanding of the potential signs of abuse and neglect. There is a detailed safeguarding policy in place and information about the procedures for reporting concerns to relevant local authorities. Therefore, management and practitioners take their safeguarding responsibilities seriously, swiftly reporting any concerns about children in their care. Furthermore, practitioners understand the procedures for sharing concerns and dealing with allegations against other adults working with children. This contributes to keeping children safe and protected from harm. There are good recruitment and vetting procedures in place. This includes evidence of suitably checks on practitioners, volunteers and students. In addition, detailed induction programmes contribute to practitioners understanding their roles and responsibilities in safeguarding children. Practitioners deploy themselves effectively around the nursery and this contributes to maintaining adult to child ratios and ensures they supervise children well. This promotes children's safety and contributes to meeting their needs. The nursery maintains a wide range of detailed documentation, policies and procedures to promote and safeguard children's welfare. For

example, documentation includes keeping detailed records of any concerns, investigations and complaints, procedures for recording and monitoring of accidents and risk assessments.

Management and practitioners have a strong commitment to improving the provision and service for children. Therefore, they implement a number of strategies to support them in monitoring and evaluating their strengths and weaknesses. For example, they use self-evaluation, reflective practice, monitoring of the educational programmes and children's progress as a way to devise action plans to sustain improvement and children's achievements over time. For example, through tracking observations practitioners identify areas of the room children access less frequently. As a result, they move resources around to encourage and excite children to make use of all the space. In addition, practitioners work closely with their management consultant when looking at ways to improve their provision. Parent comment sheets, staff meetings and observations of children ensure everyone is involved in the nursery improvement plans. In addition, in the short time since the last inspection, practitioners are proactive in ensuring they successfully address the recommendations raised. For example, by separating young children into smaller groups during activities, such as stories and singing, they ensure these experiences are age-appropriate to meet their differing needs and abilities. Furthermore, improved communication with school is supporting children's transitions and readiness for school. This demonstrates practitioners are proactive in implementing change to improve outcomes for children. The programme of professional development and performance management is good. There are effective strategies in place to support all practitioners' personal effectiveness and to promote a well-qualified workforce. For example, as staff retention at the nursery is good and the team is consistent, they are able to aspire and commit to their learning and progression. As a result, the majority of practitioners are qualified to level 3 and above. In addition, more experienced and qualified practitioners complete peer observations and model practice to support less experienced practitioners and trainees to improve their understanding of how young children learn and develop. This contributes to promoting children's learning because practitioners improve their understanding of good quality practice and this supports promoting children's achievements over time.

Practitioners have good relationships with parents. Through good communication they work together to meet children's needs. For example, a daily sheet and discussions provides good information to parents about their child's day, such as sleep and feeding patterns. This information sharing contributes to promoting continuity in children's care. Discussions with parents and information from documentation, such as parents comment sheets, establish that they are happy with the care and education their children receive. They especially like the fact that the staff team is consistent because they say this provides security and reassurance for them and their children. Parents feel the size of the nursery provides a homely, caring and cosy atmosphere for children. They say practitioners are friendly and that they support their children's learning and progression. Practitioners are continuing to build strong links with other professionals and agencies involved in children's learning and care. For example, when preparing children for school they ensure they make contact with teachers so that they can share relevant information about individual children's needs and learning. In addition, they work closely with parents, other professionals and external agencies involved in children's care and learning.

Therefore, when supporting children with special educational needs and/or disabilities they ensure children's learning is tailored to meet their needs. This is because their learning plans build on the expertise of other professional, parents and their own observations. This contributes to all children making progress in their 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	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

<b>Unique reference number</b>	509899
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	952279
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	47
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Mr Richard Bell and Mrs June Bell Partnership
<b>Date of previous inspection</b>	14/05/2013
<b>Telephone number</b>	01274 689 099

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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