

Ark Day Nursery

490 Halifax Road, BRADFORD, BD6 2LH

Inspection date	13/03/2014
Previous inspection date	12/02/2013

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 requires improvement

- Children generally make age-appropriate progress. This is because they are offered a range of resources and equipment that promote all areas of learning and development.
- The indoor environment is generally well organised and allows children to select a range of resources that promote their learning and development.
- The nursery generally has good links with parents. The manager asks parents and children for feedback, both verbally and through questionnaires, and parents are very happy with the care their children receive.

It is not yet good because

- The lead practitioner for safeguarding is unsure of procedures and who to contact should she have a concern about a child. This compromises children's safety.
- Staff do not generally plan activities that meet all children's learning needs and some staff lack detailed knowledge about the ways to teach children effectively.
- Some systems for exchanging initial information with parents are not consistently followed. This reduces children's progress.
- Some resources, such as paints, glue and model-making resources are restricted and their use over-directed. This reduces children's enthusiasm for learning.
- The outdoor area is not well used. This means children have limited opportunities to benefit from the range of learning opportunities the outdoor environment offers them.

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 activities in all of the playrooms and the outdoor area.
- The inspector held a meeting with the manager of the provision.
- The inspector conducted a joint observation with a deputy manager.
- 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 manager's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Caroline Midgley

Full report

Information about the setting

Ark Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large renovated terrace in the Wibsey area of Bradford. There are two playrooms on the lower ground floor, three playrooms on the ground floor and a further three playrooms on the first floor. There is a sleep room located and used on the third floor. An enclosed garden and a sheltered patio are available for outdoor play. The nursery serves the local area and is accessible to all children. It employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 120 children attending, of these 110 are within the early years age range. The nursery receives support from the local authority and provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure the lead practitioner for safeguarding children attends a child protection training course to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect
- ensure practitioners assess the individual needs, interests, and stage of development of each child in their care, and the characteristics of effective learning and teaching, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

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

- extend learning experiences so that children have good opportunities to explore and use media and materials to enhance their expressive arts and design skills
- review the times that the children have access to the outdoor area to maximise learning opportunities for all children at the nursery so they can benefit from regular physical play and fresh air
- review settling-in procedures to ensure information exchanged between parents and the child's key person is more detailed so that children's needs are fully known
- monitor more closely the quality of teaching so that weaknesses in practice are addressed more quickly in order to improve learning outcomes for children.

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

Children are generally making age-appropriate progress in their learning and development. This is because they are offered a range of resources and equipment that promote all areas of learning and development. For example, three- and four-year-old children have access to a computer in the pre-school room and use a learning to match and recognise numerals program. Older babies hunt for dinosaurs in shaving foam and younger babies explore the properties of sand. However, the quality of teaching is inconsistent, for example, a member of staff in the baby unit models pouring sand through a water wheel. This encourages babies to experiment and to investigate. He promotes their language development well by discussing what he is doing and encouraging babies' vocalisations by

responding appropriately. However, other staff lack detailed knowledge and understanding of the way children learn. They supervise children, rather than interact and actively teach them. This means they do not always promote children's communication skills well or extend their thinking and learning. Some staff provide activities that are too adult controlled. For example, a member of staff instructs two-year-old children how to paint ladybirds for the mini-beast display. Children are not given opportunities to experiment with the resources for themselves because the focus is on the end result. This means children do not develop their creative ideas and skills, or the independent and enthusiastic approach to learning.

The nursery has a detailed system of observation and assessment. However, although staff note children's general interests and sometimes incorporate these into their plans for future activities, they do not generally plan activities that effectively challenge all children. This means children make satisfactory rather than good progress. Although assessment is in place, it is not used to consistently inform the planning of activities. However, the information is used to write a regular summary of children's development. When appropriate, this is in the form of the progress check at age two. This means parents are kept informed about their children's learning and development.

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

Children are happy and content because the key person system generally works well. The nursery provides a range of forms in the registration pack for parents and staff to complete. These help each child's key person exchange some information with parents when children first start. However, the information gathered lacks detail to ensure that all children's needs are fully known. In the baby unit, verbal information about the child's day is exchanged on a daily basis. Parents of young children receive a daily note, which includes information about nappy changes and what children have eaten, but staff also take time to talk to parents when they pick up their child. Children form warm relationships with staff and are generally happy and enjoy their time at the setting.

The indoor environment is generally well-organised and allows children to select a range of resources that promote their learning and development. However, children's access to some resources, such as paints, glue and model making resources are restricted and their use over-directed. This means children have fewer opportunities to become independent learners. The outdoor environment is well-planned and equipped. For example, there is a range of climbing apparatus on a safe surface, which allows children to develop physical skills safely. A willow tepee and a playhouse offer children opportunities to develop their social skills as they negotiate the use of the spaces and as they role play with their friends. However, as the area is small for the number of children at the nursery, it means staff in the different rooms take it in turns to go outdoors with their children. The area is not used for much of the day, so children spend very little time outdoors each day. This means children have limited opportunities to benefit from fresh air and exercise, or from the range of learning opportunities the outdoor environment offers them.

Children enjoy nutritious meals that the cook prepares on site. She ensures children's dietary needs are met. In addition, children have individualised place mats, which helps

them gain a sense of belonging and helps ensure any special dietary needs are met. Older children serve themselves, which helps them develop their independence skills. Children generally eat well and staff encourage them to develop good social skills as they eat together. Staff carry out daily risk assessments of each room and outdoors to ensure the environment and equipment is safe. Children learn about safety by taking part in regular fire evacuation. Children behave well because staff explain the reasons for sharing toys, which helps children develop social skills and they learn to play together. Staff encourage older children to independently wash their hands, dress themselves and use the toilet. This helps children as they move on to school. Staff have good links with local schools. They provide teachers of the children's next nursery or reception class with a summary of children's attainment. Such links help children make progress as they move to the next stage in their learning.

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

Management and staff understand of how to keep children safe from harm. Recruitment procedures are robust to ensure that staff are suitable to work with children. The management and staff check the premises on a daily basis against risk assessments that are updated regularly. The inspection was prioritised by Ofsted following a concern that babies were left unsupervised in an insecure porch. The inspection found that the security systems are robust; closed circuit television monitors and records activity in all areas of the nursery and the approach to the nursery. Access to the porch area is controlled by staff and it is not possible to gain access to this area without staff knowledge. Babies sleeping in this area are regularly monitored by staff and the manager has recently reviewed the policy relating to sleeping babies. Staff are suitably deployed to ensure children are supervised and ratios are met so that children are kept safe. Most staff have completed basic online child protection training and understand what to do if they have any concerns about a child in their care. However, the designated member of staff responsible for safeguarding has not attended approved safeguarding training for lead practitioners and is unsure who to contact if there is a concern. This compromises children's safety.

The provider has a suitable understanding of the learning and development requirements. The manager evaluates her provision using the Ofsted self-analysis form and also uses local authority audits. She takes into account the views of advisors from the local authority. The manager conducts annual appraisals with staff and this process addresses general staff competencies. However, the manager does not closely monitor practice or encourage staff to reflect on their teaching practice. This means the quality of teaching is sometimes inconsistent and staff are not effectively encouraged to continue to update their skills. Staff generally have good relationships with parents and the manager asks parents and children for feedback, both verbally and through questionnaires. Parents say they are very happy with the care their children receive. Staff understand about liaising with other settings to ensure continuity in children's care and 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

Unique reference number	EY452344
Local authority	Bradford
Inspection number	960127
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	120
Name of provider	Rachel Strong
Date of previous inspection	12/02/2013
Telephone number	01274418981

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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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