

Community Works Nursery & Children's Centre

Undercliffe Lane, Undercliffe, Bradford, West Yorkshire, BD3 0DW

Inspection date	24/03/2014
Previous inspection date	16/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is good. Staff create a rich, imaginative and extremely enabling indoor and outdoor environment. Consequently, children develop great levels of curiosity and skills for future learning as they freely explore and investigate.
- The nursery work extremely hard at developing close relationships with parents and/or carers and other professionals with strong communication systems. Consequently, inclusion for all children is well-ensured.
- The nursery's safeguarding policies and procedures are reviewed continually. As a result, staff are subject to a rigorous recruitment, vetting and induction procedure and fully understand any revised safeguarding procedures.
- Staff have a very positive attitude to developing their practice and knowledge. This means the capacity to continuously improve the setting is strong.

It is not yet outstanding because

- Staff do not always recognise when younger children may need additional levels of support, in order to enhance their personal, social and emotional development.
- There is scope to further reflect the backgrounds of children who attend the nursery, in order to strengthen their sense of belonging and cultural identity.

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 the two main playrooms and the outside learning environment and spoke with staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the nursery deputy manager and held meetings with the nursery manager and the centre manager.
- The inspector sampled a range of documentation both written and electronic, including children's assessment records, planning and policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, self-evaluation documents and improvement plans.
- The inspector took account of the views of parents and/or carers spoken to on the day of the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

Community Works Nursery & Children's Centre opened in 2006. It is part of a voluntary organisation with charitable status and is a company limited by guarantee. The nursery is managed overall by a board of directors. It operates from a converted school in the Undercliffe area of Bradford. It serves children of the local and wider areas, who are aged two years and over and mainly receive funded nursery education. The nursery opens five days a week, from 8am to 5pm, term time only. Children attend a variety of sessions. Children are cared for in two playrooms and have access to an enclosed outdoor play area. There are currently 107 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who use English as an additional language. The nursery employs 12 members of childcare staff, including the manager. All staff hold appropriate early years qualifications; seven at level 3, one at level 5 and four at level 6, of whom two hold Early Years Professional Status. The nursery receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- promote the personal, social and emotional development of two-year-old children further, for example, by reviewing the robustness of the key person system after the initial settling-in process and by observing and responding to the additional support younger children may require during care routines
- reflect the family backgrounds of the children who attend further, for example, by developing resources and displaying words from home languages used by children in the nursery with the involvement of parents and/or carers, in order to strengthen children's sense of belonging.

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 seven areas of learning and how children learn. Consequently, they provide play experiences which fully match children's preferred learning style and which enable them to follow their interests and explore their own ideas and creativity. This is because children can move freely between indoors and outdoors, which is equipped with exciting open-ended and flexible resources that foster active learning and exploration. Consequently, children are acquiring the skills and capacity to

develop and learn effectively and be ready to move on to school. Staff also plan interesting outings within the local community and beyond, which extends children's first-hand learning opportunities. For example, they visit the farm and observe the workings of a building site, which they can reflect in their role play and small world play back at nursery. Labelled photographs of children taking part in activities in different areas of the continuous provision adorn the walls at low-level. This helps children to recall and reflect on their learning with staff and their parents and/or carers. Children's understanding of the world and nature, including life cycles, is promoted further by developing their own planting and growing area. This is enhanced with laminated pictures and labelling, which engages children's early interest in print and awareness that this carries meaning. Children clearly enjoy watering the flowers, explaining that this is to help the flowers grow. They excitedly investigate the wiggly worms they find, showing their early awareness of mathematics as they skilfully count these.

There is close consultation with parents and/or carers during children's transition to nursery, in order for staff to learn about children's home lives, likes, dislikes and interests, along with their cultures and traditions. Consequently, staff use this information to plan for children's learning given their starting points, which are precisely identified, including through the completion of settling-in summaries. However, staff do not maximise its use in the nursery environment, in order to fully reflect the backgrounds of all those who attend. This means that, although, staff plan different celebrations, they do not always fully support children to learn about what is important in their own family and develop an even stronger sense of belonging and awareness of their own cultural identity. Children with special educational needs and/or disabilities are integrated exceptionally well into the nursery and staff work very hard to narrow the achievement gap for individuals or particular groups of children. Staff use technology to record children's learning accurately as this takes place. Secure electronic learning journals give a wonderful insight into each child's unique learning journey, their good progress and targeted next steps for learning. These are shared regularly with parents and/or carers, alongside hand-written progress summaries, in order for children's learning to be effectively supported at home. Home-link resources, such as the nursery bear and his diary of adventures, also encourages parents and/or carers of pre-school children to share in their children's learning. Consequently, there is a shared approach to helping children make the best possible progress. Meetings have also been taking place, in order for parents and/or carers to receive training on how to access their child's record of learning independently and share this with extended family members who live overseas.

Staff sit alongside children as they play, showing their own enjoyment in activities, which helps children maintain focus and interest. They listen to children and carefully observe children's involvement. They intervene at opportune moments to enhance or extend children's learning and vocabulary and ignite their curiosity through their good questioning, discussions and active participation. For example, as children recall an activity the previous day, staff talk about how to recreate this and help to make a bucket pulley system using string attached to the top of the sand tray stand. Children delight in investigating how this works as they operate this to make the bucket move up and down. As they do so, staff introduce early mathematical concepts, such as heavy and light and encourage children to test ideas out. Staff help children to achieve new things, without doing it for them, in order for children to complete what they set out to do. For example,

as children make things with box craft they enjoy using tape. Staff help them to cut this when it becomes a little tricky and sticks to their fingers. Older, more able children show great imagination, creativity and skills with tools as they investigate dough. They reflect home experiences while pretending to make chapattis or a birthday cake. Staff join in enthusiastically, encouraging children to count the pretend candles on the cake and describe the long worm they have made. Younger children enjoy investigative play in the water tray, made interesting with dangling plastic tubing, funnels and different sized containers. They observe the water seeping through the see-through tube, carefully catching this as it flows out of the other end. Children's interest in early technology is effectively fostered through exciting activities. For example, they compare black and white photographs they have taken themselves and printed off. Children have ample opportunities to develop skills in early reading and writing. They create their own postcodes as part of a favourite story about a baby bear visiting the moon and re-create stories relating to the current theme of 'growing' with pictures and words on display boards. In addition, even the youngest children are encouraged to self-register on arrival. Children who use English as an additional language are well supported in their communication and language development. This is because bi-lingual staff repeat words or phrases in both English and their home language and link words to actions.

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

There are effective settling-in arrangements, in order to foster children's sense of security and confidence. This includes initial home visits, which enable each key person to build positive relationships with parents and/or carers and develop close bonds with children in their own family environment. This means that children are reassured by a friendly and familiar face as they enter the nursery when they start to settle in. Home visits also ensure that children's individual needs and home routines are known and followed to develop a consistent approach. Transition arrangements are enhanced by photographs of the staff team and the names of children's key persons displayed alongside these. Where children use English as an additional language because there is a multi-lingual staff team their sense of security is enhanced. For example, they can be comforted in their mother tongue. The effective initial settling-in process is reflected in children presenting as happy and confident and relating well to their key person and other staff. However, where children are intermittently unsettled because of substantial periods of absence and changing sessions, for instance, their key person does not always identify that they may require additional support and reassurance; although, they do appropriately receive this from other adults. There are good arrangements in place for ensuring young children feel secure when they move to the pre-school room. Children's future move to school is extremely well-supported. Consequently, their continued sense of security is fostered and their individual needs are met exceptionally well. For example, staff, teachers and parents and/or carers work closely together through visits, progress reports are shared, school information booklets are created and uniforms are included in role play areas.

Staff create a highly-enabling environment, which effectively supports children's growing independence and confidence. Children initiate their own learning, making choices about what they would like to do from an extensive range of inviting child-accessible resources

and activities. Staff also give consideration to ensuring areas are as welcoming for children who attend on an afternoon by tidying and setting up activities and resources invitingly again. The daily routine and organisation of activities encourages children to have sustained time for concentration, engagement and extended thinking. For example, due to the cafe style snack system, children do not have to break off from what they are doing because they decide when they would like to have this. Children are encouraged to manage their own hygiene and personal needs, such as, putting on their coats to play outside, pouring their own water and serving themselves at lunchtime. However, expectations are a little too high for the two-year-old children and there is not enough monitoring of and support for them when they are washing hands in the bathroom. As a result of good role modelling, staff help children to listen to and follow instructions, such as helping to tidy up. They give positive messages to children about fairness, sharing and taking turns, for instance, at snack time when children are choosing their own fruit or playing in the sand together. Older, more able children have clearly formed positive relationships with staff and special friendships with each other. For example, children giggle and show they are having fun, while being pulled around outside on a wheeled cart by staff.

Children's participation in planned music and movement sessions and their free-flow access to the nursery garden has enormous benefits on their all-round good health. This also enables children to learn about the effects of exercise on their bodies and assess and manage risks as they use different apparatus and negotiate space. For example, children carefully clamber up the wooden incline to the spacious platform at the top of the slide. They calculate their speed as they go up and down the arched pathway on wheeled toys and skilfully manoeuvre around things. Children are encouraged to learn about other good practices which contribute to a healthy lifestyle. They learn to make good choices about what they eat through nutritious snacks and where they stay for lunch by the provision of wholesome freshly prepared meals, such as pasta bake and crumble and custard. No fast food is allowed at all, including by staff, in order for good habits to be modelled by all. Children effectively learn about dangers and how to keep themselves safe. Staff provide road safety role play and link discussions to particular events, such as bonfire night. 'Elfie' bear is also included as part of a six week programme to develop children's awareness. Staff talk to children about different accidents that have happened to the bear and why. It covers different scenarios, such as burns and sitting in car seats.

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

Leadership and management of the nursery is strong. The provider and management team have a secure understanding of their responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. Consequently, they promote children's welfare and ensure a good quality early years experience for all children. There is a clear emphasis on ensuring all children are fully involved in the life of the nursery and effective systems for monitoring the progress of all children. The inspection was brought forward by Ofsted due to a notification made by the provider regarding a child leaving the nursery unsupervised for a very short period of time. General

security of the nursery is extremely robust. There is closed-circuit television and a controlled staff electronic door fob system to the nursery rooms, along with high door-release buttons. Entry to the building is closely monitored during the day by staff, who work in the front office and a controlled electronic entry system is in operation during out of office hours. However, the incident occurred when the child exited with parents and/or carers during a busy period at the end of an afternoon session when children were being collected. The child was spotted immediately at the entrance and was brought back into the nursery, minimising any impact. The inspection found that the provider and manager were fully aware of their responsibilities and took all the necessary steps for informing parents and Ofsted and implementing staff disciplinary procedures. Immediately following the incident, which was taken extremely seriously, a full review of the departure procedures was undertaken and changes were made to the system for parents collecting their children. A staff member now stands by the nursery entrance door to allow only four parents in at any given time, stringently monitoring their entry and exit at all times, while other staff closely supervise children still present. In addition, more space and visibility has been created around the pre-school exit door through the re-organisation of furniture. Staff also used the nursery safety bear to reinforce safety messages to children.

Risk assessments for other aspects of the nursery indoor and outdoor environment are robust in identifying and minimising hazards to keep children safe. In addition, staff carry out regular head counts, including when all children come inside for lunch or before going home and they are vigilant in meeting adult to child ratios at all times. For example, staff ensure they are evenly distributed indoors and outdoors to promote children's welfare as they move between the two areas. There are rigorous recruitment and vetting arrangements in place. This ensures that children are protected and cared for by adults who are well-qualified and have the right skills, knowledge and disposition to care for children and provide good quality teaching. For example, applicant's interaction with children is directly observed as part of the interview process. In addition, the leadership and management structure has recently been complemented as a result of the employment of a new deputy manager, who holds Early Years Professional Status. Once in post, employees are subject to a gradual induction, in order for them to receive support and coaching and ensure they are clear about their roles and responsibilities. Staff have a good knowledge of possible indicators of abuse and neglect and are aware of both internal and external reporting procedures. There are clearly designated roles and responsibilities and robust protocols, in order for concerns of a child protection nature to be dealt with in an efficient and timely manner to keep children safe.

There is a strong drive for improvement of children's achievements over time. This is reflected in effective self-evaluation, which includes an away day for the whole organisation to review services and good performance management. There is a key emphasis on the quality of teaching when identifying training needs and supporting the professional development of staff. This is done through external and in-house training, including the use of training videos. Staff's extended knowledge of early years practice is used well to inform and improve their practice and priorities for the future are documented well. The nursery's commitment to the continual improvement of the nursery is reflected in their participation in their local authority quality assurance scheme. Advice from regular audits is positively welcomed and acted upon immediately.

Parents and/or carers receive good quality information, in order to help them make the right decisions about their children's care and education. Induction meetings are held with new families, in which parents and/or carers are briefed about many aspects of the nursery provision. In addition, a welcome pack is provided. Interpreters, including bi-lingual staff, family members or friends, support communication where English is used as an additional language, in order to promote inclusive practice. Following this, there is an effective ongoing exchange of information through notices, workshops on the Early Years Foundation Stage, newsletters, parent's evenings, displays and friendly face-to-face exchanges. Parents and/or carers views are very much valued in helping to shape the service. For example, questionnaires are provided, there is a family forum and parents and/or carers are invited to sit on the interview panel when new staff are recruited. Parents and/or carers speak highly of the nursery. They comment on how their children's confidence has grown, how their language has improved and how much they enjoy coming to nursery. There is highly-effective partnership working with other professionals, in order to support children with special educational needs and/or disabilities and ensure they are fully integrated into the life of the nursery. Where there is shared care for children, the nursery appropriately share development information, in order to promote a shared and consistent approach.

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	EY337227
Local authority	Bradford
Inspection number	961953
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	107
Name of provider	Otley Road & Undercliffe Community Works
Date of previous inspection	16/03/2012
Telephone number	01274 200589

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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