

# The Children's Place

Netherfield Rd, Ravensthorpe, DEWSBURY, West Yorkshire, WF13 3JY

## Inspection date

22/05/2014

Previous inspection date

19/09/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 and babies form strong bonds and secure emotional attachments with their key persons, which helps them gain a strong sense of well-being and belonging.
- Staff protect children very well because they have a good knowledge of the safeguarding procedures to follow, should they be concerned about a child.
- Partnerships with other professionals are strong and this promotes continuity of care and learning.

### It is not yet good because

- Observations, assessments, tracking and the monitoring of children across all areas of learning is inconsistent. Therefore, gaps in learning are closing slowly and children do not make as much progress as they can.
- The staff's initial assessments of children are not consistently rigorous and information gathered from parents about their children's starting points is insufficient. As a result, the initial planning of activities does not always match the learning needs of children or shape their future learning experiences.
- Teaching is variable. There is not enough emphasis placed on focused teaching to extend learning and help children make good progress.
- Staff do not consistently teach children about how good hygiene practices contribute to their good health.

## **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 learning environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of children's development records.
- The inspector saw evidence of suitability and qualifications of staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken with at the inspection.

## **Inspector**

Helene Terry

## **Full report**

### **Information about the setting**

The Children's Place was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 10 nurseries managed by The Children's Place Limited. It operates from a single-storey building in the Ravensthorpe area of Dewsbury, West Yorkshire. The nursery serves the local area and is accessible to all children. It operates from three play areas and there are enclosed areas available for outdoor play. The nursery employs 16 members of childcare staff. Most staff hold appropriate early years qualifications at level 2 and above, including the manager who has a Foundation Degree in Early Years. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 130 children on roll, who 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.

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

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

- help parents to participate fully in the assessment process by obtaining information about children's starting points in all areas of learning at the onset of care and use the information to shape future learning experiences for each child, to ensure that activities consistently match their learning needs
- improve the observations, assessments, tracking and the monitoring of children's progress across all areas of learning, both individually and as a group, to ensure that gaps are closing and children make as much progress as they can
- provide more focused teaching during the activities, for example, by clarifying and sharing ideas and by asking age appropriate, open-ended questions so as to challenge children appropriately and support and extend children's thinking, to help them make connections in their learning.

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

- promote health awareness more effectively, for example, by always encouraging the children to wash their hands at appropriate times of the day, such as before snacks.

## Inspection judgements

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

Staff have a suitable knowledge of how children learn and develop. As a result, children make steady progress across the areas of learning and gain the skills they need in preparation for school. Children readily engage in planned and spontaneous activities, which are based on their interests and ideas. Teaching is variable between staff. Some staff challenge children well during planned activities to extend their thinking and learning. However, others are less knowledgeable and do not always use effective teaching skills. For example, sometimes challenges are set too high and children lose focus. In addition, they do not use open-ended questions to encourage children to think about what they are doing and to make connections in their learning. As a result, opportunities to extend learning are missed. Staff observe children to identify their interests and their next stage of development. These next steps inform the planning of the activities. However, children's starting points are not always clearly identified across all the areas of learning. In addition, the information gathered from parents, about what children know and can do on entry to the provision, is mainly focused around their care needs. This impacts on staff's ability to immediately plan activities that shape future learning experiences across all areas of learning. Consequently, children's progress is not maximised. Although, staff do complete assessments of children these are not rigorous and are not used effectively to monitor children's learning and development. As a result, gaps in learning are only closing slowly and activities do not consistently match children's learning needs. Parents are suitably informed of their children's learning. Staff share children's development records and they regularly discuss children's achievements. They also give parents ideas of activities to do at home to extend learning. The progress check for children aged between two and three years is completed at an appropriate time to help staff identify gaps in learning a child may have and parents are involved in this process.

Staff support children's communication and language skills suitably. In the baby room, staff consistently talk with babies as they go about routines and take part in the activities. This helps children link words to actions. In addition, babies delight in singing songs and enthusiastically take part in action rhymes, such as 'Twinkle little star'. Toddlers and pre-school children are supported to develop their speaking skills as staff expand on what children say by introducing and reinforcing more complex sentences. Children are provided with lots of activities to help them explore using their senses. Babies and toddlers enjoy playing with the treasure baskets as they examine and explore the natural materials. Staff provide activities that help babies and toddlers begin to develop their imaginations. For example, they role play using first-hand experiences, such as making cups of tea that staff pretend to drink. Children with special educational needs and/or disabilities are supported well. One-to-one workers are provided and individual educational plans are followed to give children additional help the need to achieve. Children who speak English as an additional language are also supported well. Staff engage children in their home language, in addition to English, to further promote their learning.

Children learn about the world around them. For example, they learn about the life cycle of frogs and observe the 'living eggs' as they hatch into chicks. They also learn about

growth and decay when they plant and grow flowers and vegetables in the garden. Staff provide opportunities for children to explore the world in different ways. For example, they find worms and insects as they dig in the garden and observe these through the magnifying glasses.

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

Children are happy and settled at the nursery and show that they feel at ease and are confident. The key-person system effectively assists children to form emotional attachments, so that they play and learn and make developmental progress. A gradual settling-in period is used to ensure that children settle well. Staff use this time to get to know parents and their children. Children are also supported well in their move between the playrooms and on to school. Children's teachers are invited into the nursery to enable teachers to observe children in a familiar environment. Staff also talk, read books and do activities with children about their move onto new pastures. As a result, children's emotional well-being is fostered.

Children behave well because staff are consistent in their approach to behaviour management. Children respond very well to the praise and encouragement offered by staff for their achievements, including lots of 'high fives' and 'thumbs up'. Staff also encourage children to share and take turns through their play to develop their social skills. Staff duplicate resources to reduce conflict between children, so that they can play alongside one another. Children also learn caring skills as they help staff to look after the rabbit. The nursery is very well resourced with lots of good-quality toys and equipment. Children's art work and their photographs are clearly displayed on the walls in the playroom. This boosts children's confidence and self-esteem, as well as a sense of belonging.

Children learn about a healthy lifestyle as they are encouraged to eat balanced meals and snacks. Staff sit with children during snack and mealtimes and this provides valuable opportunities for informal conversations. Children's growing independence skills are encouraged. For example, in the pre-school room, children help themselves to the water from the water cooler and serve their own meals. Children take part in healthy eating activities and they enjoy growing and cooking the food that they grow in their garden, such as carrots, potatoes and garlic. Cooking and baking is a regular activity and children learn to experience different types of food. For example, as they make their own pizzas they talk about the different toppings. Hygiene practices are generally followed. However, sometimes staff forget to remind children to wash their hands before preparing and eating their snack. This does not give children consistent messages about how good hygiene practices contribute to their good health. Children enjoy physical play, both indoors and outdoors, as part of learning about a healthy lifestyle. Children are encouraged to play outdoors in all weathers to experience the different learning opportunities that the seasons bring. Waterproof clothing and wellington boots are provided by the nursery to enable children to do this. Staff use activities to help children develop an understanding of how to keep themselves safe and they learn to take risks as they play on the slide, and climb and balance using the resources. This also boosts children's confidence and self-

esteem in their abilities.

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

Children are protected well. The management team and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff receive appropriate training on paediatric first aid and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow should they have any concerns about the welfare of children. Risk assessments are carried out to minimise the risks to children. There is a good range of policies and procedures that effectively underpin the nursery. Staff recruitment procedures are good. All staff are checked for their suitability to work with children, which further protects them. The deployment of staff is effective throughout the nursery and ensures that children are supervised well. Adult-to-child ratios are met as children move freely between the inside and outdoor play areas.

Self-evaluation is evident and the manager's and staff's ability to self-reflect and identify gaps within the nursery are satisfactory. Management and staff have a clear drive for positive improvement to develop the provision for children. The recommendations identified for improvement at the previous inspection have been addressed. This further promotes the welfare and learning of children. However, systems to monitor the educational programme are not fully effective, which has led to gaps in children's achievements that are only closing slowly. The views of children, staff and parents are fully considered and are used to implement change within the nursery. For example, children's views are reflected in the changes to the outdoor play area. Parents' views are listened to in a variety of ways including the discussions that staff may have with them during events that are held in the nursery. Staff have good opportunities to develop their skills through training courses that are regularly offered either in house or through other agencies. Regular staff supervision, appraisals and team meetings are undertaken from which training plans are implemented. This includes the completion of formal early years qualifications and the attendance on vocational workshops and refreshers. This enables staff to further develop their skills and implement changes within the nursery that supports children's learning and development.

Many aspects of the partnership with parents work well. Parents spoken to say they find staff approachable and friendly and that they feel their children are learning new skills in preparation for school. Those parents with children, who have special educational needs and/or disabilities, are particularly pleased at their children's continuing development. However, strategies to engage parents in contributing to children's starting points are less successful. Staff provide a wide range of information for parents, which includes the nursery's policies and procedures. This helps everyone be aware of their roles and responsibilities. Staff work well with other organisations who are involved in children's care, such as, social care departments, health visitors, educational psychologists, as well as speech and language therapists. They also have close links with the local schools that

children attend. This ensures consistency in children's care and learning.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	311273
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	973158
<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>	66
<b>Number of children on roll</b>	130
<b>Name of provider</b>	The Children's Place Limited
<b>Date of previous inspection</b>	19/09/2011
<b>Telephone number</b>	01924 430292

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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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