

Wilsden Village Nursery School

Village Hall, Townfield, Wilsden, Bradford, West Yorkshire, BD15 0HT

Inspection date

09/07/2014

Previous inspection date

26/09/2013

The quality and standards of the early years provision

This inspection:

4

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	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The managers do not always respond in a timely and appropriate way to all concerns they might have about children's safety or welfare. This means that leadership is poor and children are not always dependably safeguarded.
- Arrangements for safeguarding children are insufficient. This is a result of staff's weak knowledge of child protection and procedures to safeguard children. Therefore, the safety of children is sometimes compromised.
- Partnerships with other settings that also deliver the Early Years Foundation Stage are not fully in place to secure continuity of learning and experiences for the children between all the settings they attend.
- Staff are not effectively monitored or supported through supervision, to enable weaknesses in practice to be addressed. Consequently, the quality of teaching is variable and not all practice fully supports children's welfare and safety.

It has the following strengths

- As a result of the senior staff's quality of teaching for building on and rehearsing skills learned, children learn to listen, follow instructions and play cooperatively. This helps children make positive relationships and builds their communication skills.
- Partnerships with parents and external agencies are established and make a sound contribution to meeting children's specific individual needs. This ensures children's emerging needs are well met because they receive relevant support and consistency.

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.

Inspection activities

- The inspector had a tour of the premises. She observed activities in both rooms and in the outdoor environment. She also observed the snack time and lunch arrangements.
- The inspector looked at evidence of the suitability of staff and a selection of policies and procedures. She also looked at performance monitoring systems and the evaluation documents.
- The inspector looked at children's online profiles, containing observations and assessment records. She also looked at the planning and other documentation linking to children's progress.
- The inspector completed a joint observation with the manager and held discussions with the staff. She also held meetings with the two managers.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Caroline Stott

Full report

Information about the setting

Wilsden Village Nursery School registered in 1976 and is registered on the Early Years Register. It is run by a volunteer committee and operates from two rooms in Wilsden Village Hall in the Bradford district of West Yorkshire. Children have access to an enclosed outdoor area. It serves the local area and surrounding villages and is accessible to all children. The nursery school employs 15 members of childcare staff, including two managers. One manager holds Qualified Teacher Status and the other manager has a level 5 qualification in management. There are 10 staff members with qualifications at level 2 or above and three staff members are unqualified. The nursery school also employ three members of unqualified staff as support staff. The nursery school is open each weekday, term time only from 9am to 3pm. Sessions on a Wednesday and Friday mornings are for the youngest children. There are currently 82 children attending who are within the early years age group. The nursery school receives funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery school supports a number of children who speak English as an additional language. It receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- ensure that all staff, including management, have up-to-date safeguarding knowledge and understand the safeguarding policy and procedures, so they are able to respond, in a timely and appropriate way, to any concerns they might have about a child's safety or welfare.

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

- improve the sharing of information between the nursery school and every other setting children attend, for example, engage with childminders, to further support continuity in children's learning experiences
- increase supervision and coaching to improve staff's understanding of key policies and procedures and to drive up the standards of teaching across the nursery school, for example, by completing regular supervision meetings and peer-on-peer observations with every member of staff.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. However, the quality of teaching is variable. For example, senior staff skilfully use the registration periods to introduce counting, phonics and positioning language. A play dough activity encourages children to follow a recipe that gives them clear instructions through pictures, numbers and words. This enables children to explore things together and practice and build on skills learned. However, other staff do not consistently wait for children to answer their questions. For example, staff outside ask children 'how many?' and then carry on with other conversations. This limits children from developing further knowledge of counting for a purpose and enhancing their mathematical language. Consequently, children's learning is not always extended and they are not challenged in all the activities that they choose to take part in. The staff use a new online system and electronic tablets to track the progress of individual children and groups. Staff carry out regular observations of the children, which means they can identify children's current stages of learning and development. These are linked to the areas of learning and are used to track and plan for children's individual next steps. The children's individual electronic records contain observations, photographs and summary assessments, including the progress check for children between the ages of two and three years, where this is applicable. Consequently, children are supported appropriately and some make good progress from their starting points.

Children are generally supported well in the development of communication and language skills. Senior staff use effective strategies, such as the 'listening rabbit' and the 'magic bag', to gain children's interest. Children engage in familiar songs and stories that embrace well-known refrains, actions and sounds. Staff repeat specific words and sounds, promoting children's language and vocabulary relevantly. Children answer confidently in their chosen language and staff discuss the languages used. They support many languages, embracing the diversity of the setting. The majority of children are encouraged to speak and listen in a range of situations and they respond to what they hear with relevant comments and answers. For example, a story about a bike is explored further, as senior staff ask 'what is penetrating oil is used for?' Children eagerly offer their views, such as 'because it's squeaky'. As a result, most children are confident communicators who talk readily to others. Children with special educational needs and/or disabilities are supported by staff through the use of consistent sign language to aid communication. Children who speak English as an additional language are also supported effectively with appropriate words displayed in their home language. Children make 'junk models' and are inspired to tell others what they have made, while others explore painting. During a large group music and dance session, children follow simple instructions and are encouraged to take part. This inspires them to 'have a go', which in turn supports them to become independent learners. Children freely explore and play with a wide range of media and materials. Staff encourage children to share their thoughts and feelings, and children recall past experiences, linking their ideas to past events. This prepares them satisfactorily for the next stage in their learning, such as school.

There are positive relationships with parents overall. Parents are appropriately supported, to help children settle as they visit the nursery with their children prior to starting. Parents are encouraged to provide information about what their children know and can do when they first start at the nursery on 'all about me' sheets. This helps staff to establish some starting points for children's learning to help with planning for their initial interests. Staff support parents suitably through daily discussions, for example, they talk about children's play and how they have settled in. Parents have access to their children's electronic records at any time and are able to discuss their children's progress during parents' events. The management has arranged open sessions to aid more communication with parents. For example, the electronic records are to be explored further during one of these planned sessions in the next term. This suitably promotes shared understanding of children's development and learning, which enables parents to continue their child's learning at home.

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

Staff are not sufficiently aware of safeguarding procedures. This compromises children's safety and well-being as staff are not clear about how to follow up concerns promptly to protect children's welfare. Other aspects of safety, such as ensuring a safe and suitable area for play, are suitably managed. Staff set the room and outdoor areas up daily and provide stimulating and well-resourced areas. Children are settled in the nursery school and all children have a key person. There is a gradual settling-in process and staff learn about children's care routines to ensure their individual care needs are met. The staff use detailed care plans to exchange information on children's specific care needs. This ensures that children in need of additional support are forming appropriate bonds and are settled and happy to attend. This helps them to form an emotional attachment to staff. Children's behaviour in the nursery school is generally good. Staff follow policies, such as the behaviour management policy. For example, staff use 'time out' strategies that help children to learn the consequences of their actions and help them to begin to appreciate the effect that their behaviour has on others. This is appropriately recorded on incident forms and parents are informed. Staff are suitable role models and give lots of encouragement and praise. Staff give warnings consistently to promote continuity of their expectations and changes of the routine. For example, staff give a 'five minute' time warning for tidying up and use rules. This helps children to understand and cooperate with some set boundaries and know what behaviour is acceptable. Overall, children form positive relationships, listen and follow instructions and play cooperatively together with their peers and staff.

Children are encouraged to be independent and express their preferences as they choose from the well-organised equipment. Resources are clearly labelled, so children know what is available and where to put things when tidying up. This provides children with the opportunity to make their own choices and decisions about their play. Children explore the environments appropriately. For example, they pretend to cook in the home corner and dig in the dirt outside. They talk and play with their peers, calling out to friends and staff. Children negotiate play and use their imagination as they dress up and recreate real-life events as they imitate observed experiences. They are able to move freely between indoors and outdoors to a well-equipped outdoor area. This ensures all children have daily

opportunities to be outside, promoting their health and physical development. Snack and lunch times enable staff to discuss making healthy food choices, which helps children to learn about the importance of adopting healthy lifestyles. Parents provide a packed lunch for children who stay for the lunchtime session. The nursery school employs additional staff who are suitably deployed to supervise the children during this time. Children learn about safety through discussions with staff and familiar stories, such as one about a bike. Together they discuss the importance of a helmet and the consequences of an accident. This helps children gain some understanding of keeping themselves safe.

Staff work with families and a range of other professionals, and use their expertise and knowledge of the children to shape each child's individual settling-in process. The staff have developed important links with the local school. They share transition documents to support children's learning and development between the settings. Reception teachers are invited in to the nursery school and staff visit the school. This aids children in moving on to school when the time comes. However, the nursery school is less effective in sharing information with other settings that children attend. For example, there is little communication with childminders who also deliver the Early Years Foundation Stage. As a result, the continuity of learning and experiences for children who attend other provisions is not as strong.

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

This inspection was prioritised following concerns being raised about the nursery school's safeguarding practice and ability to safeguard children after an allegation regarding staff. The inspection found that the management had failed to respond to this allegation immediately. The appropriate authorities were not informed in a timely fashion. The nursery has a clear safeguarding policy and procedure in place that meets the requirements of the Early Years Foundation Stage. However, this was not implemented effectively on this occasion. This significant weakness in practice is a breach in the safeguarding requirements of the Early Years Foundation Stage. At the inspection, the management team and staff demonstrated they have some understanding of safeguarding practices. For example, they are aware of some of the signs and symptoms of abuse. However, they have too little understanding of child protection procedures to safeguard children from abuse or neglect. Staff explain that they would speak to a manager if they had a concern about a child's well-being. However, the management does not have a good enough understanding of procedures to follow should a concern be brought to them. Consequently, they do not swiftly respond in a timely and appropriate way, to all concerns they might have about children's safety or welfare. As a result, children are not kept safe and their welfare is not fully promoted.

The nursery has a varied range of policies and procedures which are shared with parents and updated annually. During busy times, when parents and their children are arriving at and departing from the nursery school, staff are extremely vigilant. Staff are placed to ensure that any unauthorised person is not able to enter the setting or any child able to leave unsupervised. Staff request visitors' identification before allowing them inside, and visitors' details are recorded upon entry and when leaving. Consequently, the premises are

kept safe. Partnerships with parents are positive and the majority of parents are happy with the service provided. Parents are kept informed about the areas of learning and safeguarding procedures through the noticeboards, newsletters, the website, meetings and emails. Parents are able to look at their children's individual electronic records and the nursery also offers to translate the observations into different languages. This effectively supports parents who speak English as an additional language. Partnerships with other professionals, such as health visitors, are securely in place. Staff attend relevant meetings to secure appropriate interventions to benefit the children in their care. Therefore, the nursery school continues to work with external agencies to ensure children and their families get the support they need.

The management team monitors the children's profiles in order to ensure that the quality of the educational programmes is maintained. The nursery's staff have a sound understanding of the seven areas of learning and the majority of teaching is rooted in a generally good knowledge of how children learn and develop. All staff have completed basic safeguarding training and first-aid training. Staff recruitment procedures are in place and followed. For example, staff undertake an interview, suitability checks are completed and two references are sought for all new employees. However, although, induction procedures and ongoing suitability checks are in place, these are not rigorously followed. Supervision, observation and appraisal sessions have not been completed on all the staff, including support staff. As a result, there are weaknesses in practice which have not been identified and the management team have missed opportunities to foster a culture of mutual support and continuous improvement. The managers and staff evaluate the provision and take account of the views of parents and children, through discussion and questionnaires. Evaluation identifies some strengths and areas of weakness in the provision and this is an ongoing document. The management are keen to make improvements and have booked in-house training, such as behaviour management and made enquiries for further safeguarding training. This aims to assist staff in developing their practice, knowledge and understanding. Consequently, there is a willingness and a capacity to improve.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	302008
Local authority	Bradford
Inspection number	980956
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	82
Name of provider	Wilsden Pre School Committee
Date of previous inspection	26/09/2013
Telephone number	01535 275534

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

