

Eden

St Columba's Catholic Primary School, Tong Street, Bradford, BD4 9PY

Inspection date

Previous inspection date

22/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Partnerships with parents and other professionals are strong at the nursery. They play a key part in how staff plan strategies and interventions to support children's unique needs. Consequently, all children make good progress given their individual starting points and abilities.
- Staff use good teaching techniques to support and challenge children's learning. Children are encouraged to develop their critical thinking skills as staff support them to investigate and explore their surroundings.
- The well-embedded key-person system helps all children to form secure emotional attachments as staff skilfully support them in their play. Consequently, children are very well prepared for their move, both across the nursery and into school.
- Staff implement rigorous safeguarding procedures to ensure children's safety and protection at all times.

It is not yet outstanding because

- Children's ability to create their own simple structures and models is not always fully enhanced due to the selection of building resources available.

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 held meetings with the manager of the nursery throughout the inspection.
- The inspector toured the premises and the outside area accessed by the children and staff.
- The inspector observed children playing, both inside and outside, and spoke to the children and staff throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and also written comments.
- The inspector looked at a selection of documentation, including staff qualifications, Disclosure and Barring Service checks, the policies and procedures and children's learning records.

Inspector

Jane O'Callaghan

Full report

Information about the setting

Eden was registered in 2014 and is on the Early Years Register. It operates from one main room in the grounds of St Columbus Catholic Primary School on the outskirts of Bradford, West Yorkshire. The nursery opens Monday to Friday from 8.30am until 11.30am and 12.15pm until 3.15pm, during term time only. Children aged two to three years attend for a variety of sessions. There are currently 18 children on roll, all of whom are in early years age range. The nursery receives funding for the provision of free early education for two-year-olds. It supports children who speak English as an additional language. There are currently three staff working directly with children, all of whom have an appropriate early years qualification at level 3. The manager holds a level 4 qualification.

What the setting needs to do to improve further

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

- enhance children's ability to create their own simple structures and models, for example, by extending the selection and variety of building resources available.

Inspection judgements

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

Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is used effectively to inform future planning. The assessments include the progress check for children between the ages of two and three years. This acknowledges young children's achievements and very accurately shows their skills and interests. The nursery staff have a very good understanding and knowledge of completing these due to all the children being in this age group. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning records are documented well and are maintained to a good standard and contain a wide range of information, including photographs and detailed observations. The files are accessible to parents, so that they find out about their child's learning and progress at nursery and can also add comments about what their children have been doing at home. These strong, close and effective partnerships with parents make a significant contribution to meeting children's individual needs. Staff value parents' input and share information about how they can help support their child's learning through engaging in simple

activities at home.

Staff place high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, at circle times, children sing the welcome song and introduce their friend who is sat next to them. Children have good opportunities to develop their listening skills as they listen to a story about a shark. Staff extend the story by asking children to show them their teeth and compare them to the shark's. Children develop their imagination well. They go into the playhouse, pretend to iron and then place the pretend buns in the toy oven. Children offer the buns to their friends and visitors, counting them as they give them out. Children are keen to play with the imitation snow; they watch it go through their fingers as staff show them how to do this. They are intrigued with how the glitter in it sticks to their fingers and rub their hands to remove it. This teaches children about different textures and introduces new words as staff describe how it is soft and squelchy.

A variety of creative activities are on offer to the children, all linked to the planning about sea creatures. For example, children choose a sea animal and decorate it with some eyes and then stick on different pieces of paper. As they complete their creature, they talk with staff how these creatures live under the sea and how the crabs can bite you. This activity develops children's understanding of the world around them and their handling skills as they spread the glue precisely on the paper. Children confidently move into the construction area to build and play with the cars and garage. However, children's ability to create their own simple structures and models is not always fully enhanced due to the selection and variety of building resources available. Children who speak English as an additional language have lots of opportunities to speak English and to recognise their home language. For example, there are words displayed in both languages around the nursery. Parents are also encouraged to bring their own cultural foods in for snack time and talk about their own cultures. This ensures that all children feel fully included. All children get lots of good opportunities to sing and do the actions that accompany the song. They sing enthusiastically about the 'wheels on the bus' completing the actions confidently, moving their arms and hands and following instructions from staff well. After they have completed these tasks, children receive a stamp on their hand. This helps to boost their confidence and self-esteem as they are very keen to proudly show them to their friends and parents.

Strong links with the on-site nursery and school children will attend later ensure they are well prepared for the next stage in learning. Children have visits to the nursery and school throughout their stay at the nursery specifically for two- to three-year-old children. Staff ensure that all children's progress and reports are shared with the nursery teachers to promote continuity of learning. This ensures good procedures are in place and parents and children are supported well throughout the move to nursery and in readiness for school.

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

Children's emotional well-being is supported very well. Their key person oversees their development, supports them in the routines of the day, and works closely with the parents to provide continuity of care. Children are sensitively supported during settling-in periods to ensure they experience a smooth move from home to the nursery. They are able to settle at their own pace through a settling in period that is tailored to meet their individual needs. Parents and children are warmly welcomed by staff throughout the nursery. Staff take the time to get to know the parents and children's individual routines. As children move from the nursery into the school, they complete several both planned and unplanned visits. Therefore, children's individual needs are passed on and understood, and their physical and emotional well-being are effectively supported. Staff are skilful in encouraging children's confidence and learning during play and daily routines. Staff talk to children about what they are doing so they begin to understand about possible risks. Staff encourage children to take controlled risks and this challenges their thinking and understanding effectively. As a result, children recognise potential dangers and understand the need to do things differently to keep safe. For example, staff give clear explanations about how to hold scissors safely. They practise the emergency evacuation procedure regularly and staff remind children not to run inside. This promotes their good understanding of how to keep themselves safe. As children become more aware of safety, make friends and learn to manage their own self-care, they gain the essential skills and attitudes to support their future move on to school.

Staff use effective strategies to help children develop their independence and learn new skills. For example, children are able to self-serve and to pour their own drinks at snack times. Staff offer lots of praise and encouragement, giving children the confidence to practise these skills under their close supervision. Children behave very well. They are very thoughtful and caring towards each other as they play and they share resources well. Staff manage children's behaviour consistently, and children receive praise and encouragement as they play. This effectively promotes their self-esteem and their social skills very well.

Good attention to hygiene practices and promoting a healthy lifestyle for children is apparent at all times. Children benefit from nutritious and healthy snacks of fruit and raw vegetables. They enjoy fresh air and physical exercise and have lots of opportunities throughout the day to freely access the outdoor area. While outside, children test their developing skills as they balance on the two-wheeled bicycles and balance on the small beams. Staff prepare children well for the move on to school and their future learning. They develop positive links with the attached school and good working partnerships with the teachers. Staff invite teachers into the nursery to meet with parents, children and the key person before children move into school. As a result, children's stage of learning and individual care needs are effectively shared.

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

Children are effectively safeguarded in nursery. This is because staff demonstrate their very good knowledge of the local safeguarding procedures. Staff are confident about the

action to take if they are concerned about a child's welfare. All staff undertake safeguarding training to enhance their knowledge and skills and to understand their designated role. Robust recruitment and selection processes are in place. These include conducting interviews, seeking references and the completion of Disclosure and Barring Service checks. These checks confirm that staff are suitable to work with children. Each member of staff follows a detailed induction programme, ensuring they are clear about the expectations of the manager. Clear and concisely written policies and procedures reflect the care provided and are fully understood by staff. Roles and responsibilities are clearly understood by staff and policies are shared with parents. Regular risk assessments cover all areas of the building, including any outings. Staff carry out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained.

The staff team is well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They have clear development plans to ensure they keep their knowledge up to date, and they have attended appropriate training courses. Performance management within the nursery is effective, as staff are involved in regular supervisions and appraisals to support their professional development. Staff have a good knowledge of the learning and development and the welfare requirements of the Early Years Foundation Stage. The manager and staff monitor the educational programmes well to ensure children are making good progress. Activities are planned to ensure children are suitably challenged and are based upon accurate observations and assessment and children's individual interests. The manager continually works hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process through daily feedback and completing questionnaires. This provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement.

There are good partnerships with parents to support the children in their learning and development. Staff share information on a daily basis about children's routines and the activities they participate in. Displays in the entrance areas inform parents about staff, activities, the Early Years Foundation Stage and other useful information. This, combined with regular newsletters, helps to keep parents well informed and allows them the opportunity to carry on their children's learning at home. Staff make time to speak to parents about how the children have been and how they are progressing in their learning and development. Parents also have access to their children's learning records and are encouraged to add their own contributions. This means that parents are appropriately involved in children's learning. Parents spoken to during the inspection express how pleased they are with the nursery. They describe the staff team as, 'very friendly, approachable and caring'. Staff have established strong links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support. The nursery also works closely with the local authority and attached primary school, which supports the children's learning and promotes effective transitions.

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	EY476026
Local authority	Bradford
Inspection number	960799
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	18
Name of provider	St Columba's Catholic Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01274 681961

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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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