

Keighley Community Nursery

Braithwaite Grove, Keighley, West Yorkshire, BD22 6JB

Inspection date	28/10/2014
Previous inspection date	09/06/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Leadership and management are good. A strong focus on the continuous drive for improvement has resulted in raising the quality of the provision and of children's achievements. This means that children are making good progress across all areas of their learning.
- Well-established relationships with parents and external agencies ensure that children's needs are fully met. These make a strong contribution, in order to provide a highly consistent approach to children's individual learning.
- Safeguarding is a strength of this nursery. Staff have attended training in safeguarding, including child protection and are fully aware of what they need to do to keep children safe and to provide for their emotional security while at the nursery.
- The quality of teaching is good. Staff embrace the changes made to the observation, assessment and planning systems, resulting in a more sharply focused approach to matching activities to children's individual needs, so they make good progress.

It is not yet outstanding because

- The system for staff to share best practice across the setting is less well embedded and does not achieve the highest standards of teaching and raise children's achievements to the maximum potential.
- The good range of activities provided indoors for younger children is less well planned for in the outdoor area, so their learning is maximised at all times.

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 undertook a tour of the premises and conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Janet Singleton

Full report

Information about the setting

Keighley Community Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the grounds of the Rainbow Children's Centre, Keighley, West Yorkshire. It is managed by a voluntary management committee. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of whom, 14 hold appropriate early years qualifications at level 3, one at level 4, one at level 2 and the manager and deputy hold an appropriate early years qualification at level 5. There is a qualified teacher employed. There is one staff member, who is currently unqualified. The nursery opens Monday to Friday, all year round and sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 84 children attending, who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery 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 further improve the quality of the early years provision the provider should:

- enhance opportunities for staff to share best practice by focusing their continued professional development on reflecting on each other's teaching, for example, by embedding the system for peer observation, so children's attainment is raised to the highest level
- enrich younger children's experiences in the outdoor area; by providing activities in the outdoor environment that are as stimulating as the activities provided indoors, so children are able to continue purposeful learning at all times.

Inspection judgements

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

Children are interested and keen learners, who display the characteristics of effective learning. They are secure and very settled in this welcoming nursery. The quality of teaching is good with observation and assessment of children's learning being precise and focused to plan for their next steps in their development. Consequently, children make good progress and develop their skills in readiness for their next stage in their learning and school. Staff provide a broad range of good quality activities with a balance of adult-led and child-initiated activities. They skilfully question and extend children's thinking by asking who, why and what type questions to which they respond eagerly. As a result,

children make good progress considering their starting points.

Children are effectively supported across all prime areas of learning as staff engage them in conversation about their play. In the play dough activity, staff introduce sensory experiences including colours, smelling, shapes and develop children's mathematical understanding as they talk about quantity. When playing outdoors, staff interact with children and include early writing skills, bug hunting and digging as they practise their fine movements and find out about the natural world. Additionally, children use numbers confidently counting freely, with some older children excitedly counting to 47. For those children, who have English as an additional language, staff work closely with parents and provide them with a language rich environment to develop their communication skills. Support for those children with special educational needs and/or disabilities is precisely targeted and highly individual to their needs. The key person works with both parents and external agencies to ensure a consistent and tailored approach is undertaken, so that children make good progress considering their starting points.

Staff engage well with parents to establish children's starting points and involve them well in their child's learning and development. The well-presented, annotated learning journey records and the secure assessment system enables staff to engage with parents to monitor and plan for children's next steps. Children's individual next steps are clearly linked to their individual planning. These files are available to parents, who are asked to contribute to the assessment of their own child by providing information about children's achievements and experiences at home. This shared approach helps to provide children with consistency in their learning and development.

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

Children form strong bonds with their key person, resulting in them feeling secure and settled. Staff support children well as they play because they are deployed effectively and engage with them at their level. Babies seek reassurance from staff, in the presence of visitors in the nursery and are comforted by the kind and caring staff. Children's care needs are agreed with parents and individual care plans are implemented by staff, which helps to foster their emotional security and well-being effectively. Staff readily praise children as they celebrate their achievements. As a result, children are proud of their work and actions and their self-confidence and self-esteem are developed well. This contributes well to preparing children emotionally for the next stage in their learning and onto school. Staff provide a consistent approach to managing children's behaviour and remind them of the rules. Children demonstrate that they develop their understanding well as they respond positively by reminding each other of the need to share and be kind.

Children are cared for in this spacious and attractive nursery, which is set out with a wide range of good quality resources. For older children, the outdoor area is stimulating and matches the good variety of resources and activities that are provided indoors. This enables the older children to continue their learning well as they move freely indoors and outdoors. However, for some younger children, the outdoor area is less well planned for and opportunities for children to continue their learning are not maximised, so they make even better progress in their learning. Children develop a good understanding of the

importance of developing a healthy lifestyle as they readily explore the outdoors and benefit from plenty of fresh air and exercise. They are well nourished and have plenty to drink. The nursery operates a healthy eating policy and staff ensure that children learn how to make healthy choices by understanding which foods are good for them. Children learn to understand danger and how to manage risk as they challenge their own physical abilities in their play, for example, by climbing, running and jumping. They listen well to staff and show an increasing sense of responsibility and understanding of safety as they follow instructions well. As a result, their behaviour is good and play is cooperative and caring. Older children help set tables and learn patience as they queue for their lunch and take their plates to the table. All children, according to their stage of development, are learning to care for their own needs in the bathroom as they develop their good independence skills and take some responsibility for their own needs. Through the provision of shared experiences, such as story time and focused activities, children learn to cooperate and take into consideration the needs of others.

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

The management and staff team have made significant progress since their last inspection and have successfully met the actions that were set at the last inspection. Staff have attended safeguarding training and are regularly questioned by managers to assess their understanding of child protection. Staff are very clear about the need to record and report any concerns about children in their care. They understand the procedures to follow and who to contact if they have concerns about a child's welfare. Policies and procedures are comprehensive and provide full details for staff to follow, including if an allegation is made against a member of staff. Significant improvements have been made to the procedures for observation, assessment and tracking of children's progress. This means that children's educational needs are better planned for and are precise and consistent. Additionally, the managements' monitoring of the quality of teaching has a clear impact on the children's development and well-being. Any required early intervention and outside support is quickly sought to ensure that identified gaps are narrowing, considering children's starting points.

Comprehensive daily checks, risk assessments and the enhanced security of the premises, keeps children safe. The managers review all accident and medication records to ensure that any reoccurrences of accidents are investigated to minimise the risk to children. Accident records are completed and are shared with parents on the same day, to ensure they are fully informed. The management team monitor staff's practice for managing children's behaviour and therefore, a very consistent approach is undertaken by all staff. This results in children's improved understanding of the behavioural expectations.

Evaluation of the nursery has involved support from many external agencies and a team approach to setting clear targets for improvement. The improvement plan, along with the committed and strong drive of the management team and committee, has resulted in the team making considerable progress in raising the quality of the provision for children. The team have undertaken visits to other settings to enable them to review their own practice, such as adult interaction, to improve their own teaching. Staff development is a priority. Staff participate in regular supervision sessions and a precisely targeted training

programme to increase their skills and reflect on their own practice. A robust recruitment and vetting system, combined with the professional development programme, means that staff have a clear understanding of their own roles and are supported in their practice. As a result, children's needs are better met. Although, staff are rapidly improving their skills and peer observations have been introduced to help raise the quality of teaching further, these are not used to the fullest potential to share best practice across the setting and raise children's achievement to the maximum potential.

Partnership with parents and other agencies are a particular strength of this nursery. The staff team work hard to provide an inclusive service to all children and their families. Relationships are well established and links with the children's centre, local schools, health and educational services are all used to support each child's specific needs and to target highly individual intervention programmes to progress them to the highest level, considering their starting points. Following the last inspection, Ofsted have undertaken a monitoring visit and found the setting to be taking effective action to address the actions set. The action that has been taken has had a positive impact on the quality of teaching and learning and has raised standards. This helps to ensure that all children are achieving well and are making good progress across all areas of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. 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	EY288392
Local authority	Bradford
Inspection number	984713
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	84
Name of provider	Keighley Community Nursery Ltd
Date of previous inspection	09/06/2014
Telephone number	01535 665648

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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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