

Wilsden Village Nursery School

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

Inspection date

04/12/2014

Previous inspection date

09/07/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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The quality and standards of the early years provision

This provision requires improvement

- Children's learning is supported well. Staff are enthusiastic and they motivate children through their good-quality interaction. This is strengthened by an interesting, attractive and accessible environment that encourages independent learning.
- Staff ensure they provide an inclusive environment for all children and foster a shared and consistent approach by working very closely with parents and others. Strong channels of communication contribute to this, as does the effective involvement of parents in children's learning.
- Staff have a secure understanding of how to safeguard children where concerns of a child protection nature arise, in order to promote children's welfare. They are able to recognise the signs of a child at risk and know the procedure to follow.

It is not yet good because

- Recruitment is not fully robust with regards to consistently checking staff qualifications and records are not consistently maintained of qualifications or the identify checks that have been carried out as part of the vetting process.
- Staff do not always consistently use explanations to help children learn about why rules and boundaries exist or the importance of helping to keep the environment safe and tidy, in order to fully foster children's personal, social and emotional development.
- Children's understanding of effective hygiene routines during hand washing is not fully developed.

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 observed activities and care routines in the two nursery rooms, the community centre hall and the outdoor learning environment and spoke with children and staff at appropriate times during the inspection.
- The inspector held a meeting with one of the managers and carried out a joint observation with the other manager who holds Qualified Teacher Status.
- The inspector looked at children's records of learning, assessment records and planning, as well as sampling a range of other documents.
- The inspector checked evidence of suitability and qualifications of staff working with children and viewed the provider's self-evaluation document and improvement plan.
- The inspector took account of the views of parents spoken to on the day and in their views expressed in questionnaires.
- The inspector spoke with the nursery's Quality Improvement Support Officer, who was visiting on the day of the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

Wilsden Village Nursery School opened in 1976 and is operated by a volunteer parent committee. It operates from the ground floor of Wilsden Village Hall in the Bradford district of West Yorkshire. Access to the nursery is gained via a flight of steps. The nursery serves the children of the local and surrounding areas and is accessible to all children. The nursery opens five days a week, from 9am to 3pm, term time only. Children attend for a variety of sessions, although sessions on a Wednesday and Friday morning are primarily for the youngest children. Children are cared for in two playrooms and have access to three enclosed outdoor play areas, set on different levels. There are currently 68 children on roll in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school employs 15 members of childcare staff including two managers and an administrator who is also used as a contingency staff member, as and when required. There are nine members of staff who hold appropriate early years qualifications at level 2 to 6. One of the managers holds Qualified Teacher Status. The nursery receives support from the local authority and is registered on the Early Years Register.

What the setting needs to do to improve further

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

- ensure that the qualifications of staff are checked at the point of employment as part of robust recruitment procedures, in order to ensure they are suitable to fulfil the requirements of their roles
- ensure that information is recorded about staff qualifications and the identity checks that have been carried out, in order to confirm that qualification requirements are adhered to at all times and that robust vetting arrangements are in place.

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

- enhance children's personal, emotional and social development, for example, by providing greater explanations about why rules and boundaries exist and by encouraging children to contribute to keeping the environment safe and tidy
- improve children's understanding of how hand washing routines contribute to healthy practices, for example, by reinforcing their awareness of the importance of using soap as part of this to effectively minimise cross-infection.

Inspection judgements

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

The managers work directly alongside staff in the nursery modelling extremely effective teaching techniques. This enables them to continually enhance all individual's interaction with the children. As part of this, there is much improved mentoring of all individuals who are less experienced or do not have a qualification, including the lunch time staff. Consequently, staff are enthusiastic and work closely together to provide a varied curriculum which motivates children, including through first-hand experiences, indoors and outdoors. For example, children travel by bus to the garden centre and go on Autumn walks, predicting, recalling and reflecting on what they have been observing and listening to through displayed photographs. Staff undertake effective individualised observation and assessment using an online system and electronic tablets. Children's interests, individual learning styles and next steps in learning are effectively planned for. Consequently, children are working comfortably within development expectations and make good progress in their learning. Where children's starting points are below expectations on entry, staff work extremely hard to narrow any achievement gaps and ensure inclusion. There are highly effective arrangements for informing parents about and encouraging them to support children's learning at home. For example, they have access to children's online records of learning, introduced in a parents' evening, are offered one to one progress reviews and are provided with written progress reports. Parents are also invited to events, such as the Tour De France celebrations and an evening pyjama party where staff demonstrate story-telling. Furthermore, parents borrow home resource packs, such as the learning together bags and are invited to stay and learn sessions, where they can jointly plan activities they can carry out at home.

Planning and organising of learning activities is very good. Although staff have to set up daily, due to the building being used for multiple purposes, the nursery room is stimulating and highly accessible. Children readily move around freely and make choices from a broad range of activities, enhanced by a wide array of labelling, photographs and posters. As a result, children can explore and develop their own ideas as they investigate flexible resources that have no adult-defined learning objective, such as, the mud kitchen and sensory areas. This fosters active learning. Consequently, children are acquiring the skills and capacity to develop and learn effectively and be ready to move on to school. Staff ignite children's curiosity and their mathematical and open-ended thinking by encouraging them to solve problems, identify solutions and find out ways to do things. For example, children talk about why they are unable to hang the remaining baubles on the Christmas tree. Staff ask them how they might be able to thread the thicker pieces of ribbon through the hook eye. Staff value children's questioning and ideas and give children time to think, before sensitively intervening to suggest folding the ribbon over to make it thinner. Children are then given time to practise and reinforce what is being taught. Because children are encouraged to persevere, they show good concentration and learn to achieve things for themselves, which fosters their self-esteem and confidence. This is reinforced by staff celebrating their achievements.

There are extremely effectively arrangements in place for supporting children's speech and

language. For example, staff work alongside other professionals and attend nationally recognised training to support all children and provide a language rich environment. Staff use verbal and non-verbal communication, such as, the use of picture signs and effective modelling of language, and engage children in purposeful dialogue. As a result, children are confident communicators and readily express themselves. For example, they excitedly show the present they have wrapped using tape, box craft materials and paper, explaining the process of this. Staff ask them what they might need to do to ensure that everyone knows it belongs to them. Children readily write their name, demonstrating their early reading and writing skills. This is enhanced through a wonderfully inviting cosy story area. Children enjoy communicating through songs and as part of this staff use homemade props, such as, snowmen, to engage children and enhance such activities. As children sing number songs, they engage in simple calculation as they remove one of the snowmen from the board and count how many are left.

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

Most aspects of children's welfare are promoted successfully. However, there are certain requirements relating to the recruitment of staff and record keeping which are not met, and therefore, have some impact on this. There is a well-established key-person system and close consultation with parents during the settling-in period, where detailed information is exchanged about children. As part of this, staff are vigilant about the safe collection of children and devise clear care plans and risk assessments where children have any additional care or education needs. Consequently, staff can tailor their care to meet children's individual needs. Furthermore, they are able to help children to feel confident and at ease by fostering secure attachments and building children's familiarity with a new environment. Children's sense of security continues, as they move between settings and as they leave for school, due to effective partnership working with others. For example, school staff leave photograph booklets at the nursery to help prepare the children. Furthermore, feedback is requested from feeder schools, in order to help staff review the arrangements for supporting children's move to a new setting.

Children are sociable as they link up to negotiate and share their ideas while playing and taking part in small or large group activities. They behave well in the main and develop a sense of responsibility within the nursery. For example, staff use five-minute sand timers, songs and laminated picture signs to prepare children for tasks, such as, helping to tidy up for lunch. In addition, they share the nursery ground rules before reading a story. Such strategies are helpful in gaining children's attention and helping them to listen to instructions. Staff act as good role models to motivate children, as they help children to put things away, reminding them where things belong. Children also help to carry out their own risk assessments before going to play outside by staff creating unsafe scenarios. Once completed, children remove hazard signs, confirming it is safe to go outside. Such activities helps children to develop an understanding of dangers and how to keep themselves safe. However, when play becomes a little boisterous at times, staff do not consistently explain boundaries, rules and limits in a way that helps children to understand why these exist. Furthermore, children are not always encouraged to contribute to keeping the environment safe and tidy. For example, when resources, such as, dough tools and pens, set out as part of table top activities, go on to the floor, children do not

readily pick these up.

Staff provide an environment and daily routine which effectively encourages children to develop independence. This helps prepare them for their next stages of learning as they move on to school. For example, children find their name card for their coat peg on arrival and are encouraged in managing self-care skills, such as putting on their coat. Children decide when they would like their snack, which enables them to have uninterrupted time to play. Children post their name from the snack board when they choose to have this and readily help themselves to cereal and malt loaf. Laminated photographs representing the snacks offered support children in selecting how many scoops of cereal and how many pieces of malt loaf they may choose. Such interesting initiatives support children with other aspects of learning, such as, their early skills in mathematics and their hand and eye coordination. For example, children carefully transfer the cereal from the container into their bowl, spread their own butter and pour their own drinks. Once children have finished, they help to clear their utensils away and are supported in doing so by displayed signs.

Children are developing an early awareness of the importance of hygiene practices and how to stay healthy. Although the nursery does not provide a midday meal, because parents are asked to provide packed lunches, they offer healthy snacks. They also display signs reminding children to help themselves to a drink when they are thirsty. Children have daily access to outdoor play, including free flow sessions, where they take part in more active play and practise their large physical skills, such as, climbing on the pirate ship. They have further opportunities to learn how their bodies work through weekly 'soccer skills' physical activity session, delivered by an external company. Children wash their hands before eating and after toileting, which helps them to learn about other practices that contribute to a healthy lifestyle. However, they do not readily use the liquid soap, in order for such practices to be fully effective.

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

Since the last inspection by Ofsted, where the nursery received an action to improve and a subsequent monitoring visit, the provider has improved their knowledge and understanding of child protection policies and procedures and implemented effective changes. For example, following the inspection, a staff meeting was held and as part of this staff were asked to complete a safeguarding quiz. Safeguarding is now included in the staff meeting agenda and the majority of staff have completed up to date child protection training, or are on a waiting list to do so. Furthermore, staff are provided with weekly scenarios to continue to reinforce their knowledge and understanding. Staff are able to identify possible signs of abuse and neglect and are fully aware of both internal and external reporting procedures; the details of which are recorded on the back of their staff identity badges. The success of the improvements made is attributed to a strong commitment to continuing to raise children's achievements; reflected in a detailed development plan. Staff at all levels contribute to this and it incorporates advice given by both independent and local authority advisors. Staff are well supported by the committee, who are closely consulted with and involved in making decisions. However, due to a lack

of robustness in terms of some aspects of the self-evaluation, not all weaknesses have been identified and addressed. For example, the qualifications of new staff are not always verified at the point of employment, in order to ensure that recruitment arrangements are fully robust. Where these are available, records are not consistently maintained, in order to confirm that qualification requirements are adhered to at all times. Furthermore, although the manager explains that identity checks are carried out as part of the vetting process, information is not recorded to confirm this. These weaknesses are breaches of the legal requirements.

Staff appropriately identify and minimise hazards to children, including monitoring and reviewing accidents each week to identify any patterns or unsafe practices. Furthermore, adults closely supervise children to promote their welfare and display safety signs, in order to enhance and reinforce safe practices. The premises are secure and staff prevent access to steps leading to the lower level outdoor play areas as children use wheeled toys. Staff undertake head counts as children return from outdoor play as well as checking all areas thoroughly. The use of walkie-talkies between staff in different areas and closed-circuit television provides further safety measures. Furthermore, there is always two staff present when children's nappies are changed, which enhances safeguarding arrangements.

There is effective coaching of staff at all levels, in order to continually review and improve their quality of teaching. For example, peer on peer observations inform regular supervisions, targets for improvement and training plans. Training is precisely targeted to meet the needs of the children and staff's extended knowledge of early years practice has a positive impact on children's learning and development, such as, their speech and language. The individual needs of the children and the curriculum is discussed continually by staff. Consequently, there are robust systems for analysing and monitoring the progress of individuals and different groups of children. As a consequence, any individual or group falling behind their peers or below their expected level of development can be promptly identified and addressed.

Parents are extremely well informed about the nursery, which promotes a shared and consistent approach to children's care and learning. For example, they are invited to a 'new starter' information evening when their children enrol, which includes power point presentations. Following on from this, successful communication is achieved, for instance, through notices and photographs of the staff team, regular newsletters and face-to-face discussions between parents and staff each day. Parent's views are valued and obtained both informally and in greater detail through questionnaires. This includes those related to new home learning resource packs. Any areas suggested for improvement are positively welcomed and acted upon. This helps the provider to inform and improve the service. Parents express very complimentary comments about the nursery. Strong partnerships are established with other professionals, in order to promote a consistent approach to children's well-being and learning. This includes children who have special educational needs and/or disabilities. For example, weekly inclusion meetings take place, as well as, meetings involving external colleagues being organised at the nursery. Support plans are precisely followed. Where there is shared care, effective communication systems are established and a transition document monitors this. Consequently, staff complement and balance children's experiences with those in other settings and help children to make the best possible progress through a shared approach.

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	986995
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	68
Name of provider	Wilsden Pre School Committee
Date of previous inspection	09/07/2014
Telephone number	01535 275534

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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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