

The Playcentre

Holme Christian Care Centre, Madison Avenue, Bradford, West Yorkshire, BD4 0JE



Inspection date

1 May 2015

Previous inspection date

13 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Risks to children's health and safety are not sufficiently managed, to promote their welfare and physical well-being.
- Staff do not have a clear understanding of their roles and responsibilities with regard to administering first-aid treatment, child protection and managing children's behaviour in an appropriate manner.
- The key-person system is ineffective in promoting children's emotional well-being when they first start nursery.
- Information to confirm the thorough vetting of adults is not consistently recorded and robust checks are not carried out on students, in order to ensure the suitability of all individuals.
- Assessments of children's progress are not rigorous or accurate enough to precisely plan to meet children's individual needs and monitor gaps in children's learning. Furthermore, staff do not consider when the progress check for children between the age of two and three years is carried out.
- There is a lack of regular two-way flow of information between children's individual key person and parents and/or carers.
- There are poor arrangements for the supervision of staff, impacting on the quality of teaching and the consistent delivery of quality learning experiences.
- The provider has failed to notify Ofsted of a significant event.

It has the following strengths

- Good practice, including strong partnership working with other professionals and agencies, promotes inclusion and ensures that any additional needs children may have are well met.

What the setting needs to do to improve further

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

- minimise risks to children's health and safety by implementing handwashing routines after wiping noses, protecting children during water play so they are not playing out in wet clothes, and without coats, in the cold weather, and by ensuring that younger children are not walking around eating food
- ensure that all staff have a robust knowledge of possible signs of abuse or neglect and of how to report child protection concerns in the absence of the person designated to take lead responsibility for safeguarding children
- ensure that staff consistently manage children's behaviour in a way which fosters their emotional well-being and is appropriate to their age and stage of development
- record information about the identity checks and vetting processes that have been completed on all staff, including the Disclosure and Barring Service check reference number, the date this was obtained and details of who obtained it, and ensure that appropriate checks are carried out on students, in order to confirm the suitability of all those working in the nursery
- ensure that staff have a clear understanding of their roles and responsibilities, with specific regard to administering first-aid treatment to minor accidents or injuries, in order to promote children's welfare
- ensure that assessments are rigorous and accurate, in order for these to be used more precisely to focus planning on children's individual next steps, identify gaps in children's learning and monitor the progress of all children, so they children are effectively supported in making the best possible progress
- improve the progress check for children between the ages of two and three years by developing an understanding of how this links to the Healthy Child Programme health and development review, in order to promote an integrated approach to children's learning and development
- put in place appropriate arrangements for the supervision of staff, in order to regularly check their personal effectiveness and quality of teaching, and provide them with support, coaching and training, so that quality learning experiences are consistently delivered to children in an environment that fosters a culture of continuous improvement
- assign a key person to each child when they start attending the nursery, in order to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the nursery, offer a settled relationship for them and build a relationship with their parents
- ensure that there is an effective two-way flow of information with all parents and/or carers, in order to fully ensure a continued shared and consistent approach to children's care and learning.

Inspection activities

- The inspector observed activities and care routines in the nursery rooms and the outside learning environment.
- The inspector spoke with children and staff at appropriate times during the inspection and conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at children's records of learning, assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation document and action plans, and local authority quality improvement documents.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Ayo

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

Some staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching. There are continued missed opportunities to extend and support children's learning as they play. Furthermore, some staff do not enhance children's creative and critical thinking skills or follow their interests, often inhibiting learning. Staff plan a variety of activities across the seven areas of learning, which appropriately engage children. However, assessments of what children know and can do are not rigorous or accurate enough, with some staff being unaware of their key children's development. Consequently, staff are not continually planning for children's individual next steps in learning, monitoring gaps, or sharing this information with parents and/or carers. This means parents are unable to support their child's learning at home. Furthermore, staff do not consider the timeliness of when the progress check is to be completed for children aged between two and three years. Therefore, they cannot fully ensure an integrated approach to children's learning alongside health professionals. Children develop independence because toys are set up at child height and staff create a welcoming environment. Labelling is a key part of this. This fosters children's early reading and writing skills, in preparation for moving on to school. Children in the pre-school room are sociable and enjoy cooperative play during group activities, such as washing the wheeled toys.

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

Staff are not vigilant enough in, or have a clear enough understanding of, promoting children's health and safety. Children play out without coats in the cold weather and walk around in wet clothes after playing in the water, unprotected. Furthermore, as staff wipe runny noses, or encourage children to do this, handwashing does not take place, to minimise cross-infection. Staff do not always notice when younger children leave the snack table and wander outside still eating food, which poses a choking hazard. All staff, regardless of whether they have attended first-aid training, deal with accidents resulting in minor injuries. They do not always apply first-aid treatment, in order to promote children's welfare. Settling-in arrangements are not sufficiently organised to promote younger children's emotional well-being. Although children do have a key person, this is not allocated when they start attending. This results in some younger children taking longer to settle, because they do not have the opportunity to build a close bond and secure emotional attachment with a special person. Children's sense of security is fostered as they move to the pre-school room and then leave for school. All staff attend child protection training. However, some staff cannot confidently identify possible signs of abuse or neglect and do not have a robust understanding of reporting procedures in the absence of the manager. Children behave appropriately because most staff focus on positive reinforcement. However, some staff do not understand how to manage younger children's behaviour positively and in a manner which is appropriate to their age and stage of development.

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

The provider and staff have an inadequate understanding of the requirements of the Early Years Foundation Stage and there is insufficient checking of the provision. Consequently, there are a significant number of breaches in legal requirements which impact negatively on children's welfare, learning and development. This includes a failure to notify Ofsted of a significant event, with regard to a child leaving the premises unsupervised. This was for a very short period of time during the lunchtime collection period; a parent notified staff after noticing the child. Risk assessments for arrival and departure procedures have since been thoroughly reviewed and improved, to avoid any future reoccurrence. Staff have been subject to vetting. However, information is not recorded about the identity checks that have been completed as part of this and who obtained the Disclosure and Barring Service check. There is no evidence, however, to confirm the suitability of contingency staff and students, vetted by college. Furthermore, identity checks are not carried out on students. Consequently, safeguarding is compromised. Staff practice is not sufficiently checked, resulting in poor performance management. This means the manager is unable to quickly and accurately identify weaknesses and offer feedback and specific training and mentoring, to improve the quality and consistency of the quality of teaching. This applies to both qualified and unqualified staff.

Setting details

Unique reference number	956896
Local authority	Bradford
Inspection number	980085
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	59
Name of provider	Holme Christian Care Centre Limited
Date of previous inspection	13 May 2014
Telephone number	01274 689306

The Playcentre has been operating since 1983. The nursery employs 13 members of childcare staff. Of these six hold appropriate early years qualifications; one is at level 2 and five are at level 3. In addition, one staff member holds Qualified Teacher Status and the manager holds Early Years Professional Status. The nursery opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm and from 12.45pm until 3.45pm. A small number of children attend from 9.15am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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