

Children's Place Great Horton



Great Horton Village Hall, 69 Beldon Road, Bradford, BD7 3PE

Inspection date	9 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide free access to outdoors, facilitating children's preferred learning styles. This contributes to the good progress children make, as does staff's positive interaction. This builds on children's learning and supports their early language skills.
- Children who have special educational needs and/or disabilities are well supported. As part of this, staffing levels are increased and there is consideration of how staff are deployed. Staff also develop excellent links with other professionals and are well supported by the organisation's inclusion champions.
- Staff act as good role models, which helps children to develop essential social skills. Staff sensitively reinforce children's early understanding of rules and boundaries and why these exist. Children enjoy care routines, such as snack time. These sociable occasions help to reinforce early positive relationships between the children.
- Children have clearly built secure attachments to staff, which helps to promote their emotional well-being. Staff exchange important information with new parents, in order to find out about and meet children's individual needs.
- The provider has good structures within the organisation for her and staff to reflect on practice and identify areas for development.

It is not yet outstanding because:

- Staff do not always recognise when the youngest children need support to engage in activities or undertake self-care tasks.
- Staff do not optimise the learning environment to facilitate children's interest in sensory media and materials.

What the setting needs to do to improve further

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

- provide the youngest children with greater levels of support.
- increase children's opportunities to follow their interest in exploratory and investigative play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff create a safe and secure environment. Health and safety policies, procedures and practices are continually reviewed, for example, through audits and regular health and safety meetings. Staff ratios are maintained and staff supervise children well to minimise accidents. They undertake and record regular head counts, which is considered especially important due to the free-flow environment. Staff have a secure knowledge of child protection issues and children are in sight and/or hearing when changing babies' nappies. This further safeguards children. Staff's qualifications have a positive impact on their practice and there is a strong focus on further training. There is good performance management of staff and strong support structures for staff at all levels.

Quality of teaching, learning and assessment is good

Staff work closely with parents to find out what children know and can do on entry. They undertake continuous observation and assessment, planning accurately for what children need to learn next. Systems have recently been strengthened through staff training. Detailed support plans are devised in close consultation with a team of other professionals and continually reviewed and updated. Consequently, children who have special educational needs and/or disabilities make significant progress, given their starting points. Staff's effective inclusion practices are reflected in a very positive audit conducted by the local authority's access and inclusion team. Children enjoy their time at nursery. They engage in early pretend play in the home corner role play area and listen to simple stories and singing. Staff enhance children's engagement and enjoyment with puppets. Children prod and poke squidgy dough and staff model making things with this, such as a spider.

Personal development, behaviour and welfare are good

Staff carefully plan settling-in visits around children's individual needs and monitor the process through settling-in evaluations. Staff use methods relevant to children's individual needs and interests to help them settle. These are discussed with other professionals where required and prove successful in developing children's confidence and emotional well-being. Regular progress meetings and newsletters are just some of the successful ways staff share information with parents. Children enjoy the freedom of outdoors, benefitting from ample fresh air and exercise. This contributes to their physical well-being, as do healthy snacks and children's independent access to drinking water. Snacks are prepared by staff with food hygiene training and staff meet children's individual dietary needs in discussion with parents.

Outcomes for children are good

All children make good progress. Children working below the expected levels of development are identified and supported well at an early stage, helping to narrow achievement gaps. Children develop skills that prepare them for moving on to pre-school and, ultimately, school. They show good levels of energy and confidence and eagerly go off to play on arrival. They readily choose what they would like to play with and are learning to share, take turns and play amicably alongside one another.

Setting details

Unique reference number	EY490554
Local authority	Bradford
Inspection number	1086177
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	24
Number of children on roll	22
Name of registered person	The Children's Place Ltd
Registered person unique reference number	RP520747
Date of previous inspection	Not applicable
Telephone number	01274 501431

Children's Place Great Horton was registered in 2015. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications, three are at level 3 and one is at level 6. The setting opens Monday to Friday, term time only. Sessions are from 9am to midday and from 1pm to 4pm. The nursery solely accommodates two and three-year-old children eligible for funded early education. The nursery supports children who have special educational needs and/or disabilities.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2017

