

Wyke Community and Children's Centre Limited

Huddersfield Road, Wyke, Bradford, BD12 8AA



Inspection date

27 November 2017

Previous inspection date

29 April 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to maintain their legal responsibility to notify Ofsted of all the names of the directors of the company and changes of the nominated person. This means that not all individuals who make up the company have been fully assessed for their suitability.
- The provider does not ensure that all areas of the nursery used by the children are effectively maintained, fit for purpose and comply with health and safety legislation. The conservatory area is dirty and cold due to the lack of heating.
- Information about children's learning and development is not shared effectively enough with other early years providers that children attend, to make sure there is continuity between settings.
- Staff do not obtain information from all parents about their children's prior learning when they first start at the nursery, to enable them to fully enhance children's development from the very start.

It has the following strengths

- Staff understand how young children learn and develop, and support children who have special educational needs (SEN) and/or disabilities particularly well. They interact well with children to question and challenge their thinking. Children make good progress.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that Ofsted is provided with the necessary information to enable it to carry out suitability checks for all directors of the company, including the nominated person	11/12/2017
■ ensure that all the requirements of health and safety legislation, including hygiene requirements, are complied with.	11/12/2017

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

- strengthen the partnerships with all other early years provisions that children attend and share relevant information about their care and learning to promote better continuity for children
- obtain information from all parents when children first start, to help plan for children's progress from the earliest point.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the managers of the nursery, out-of-school club and staff. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to notify Ofsted of the details of the nominated person and the individuals associated with this company. In addition, the conservatory play area is unclean and the radiator is not working. Consequently, this area is too cold and, in its current state, is not safe or suitable to be used. Partnership working is variable. Nursery staff are not yet working effectively with other early years provisions that children attend, to promote continuity of learning. In addition, strategies used to obtain good information from all parents about their children when they first start at the nursery are not always effective. This does not help children make the best possible progress from the start. However, staff work very well with a range of agencies involved in the care of children to promote their well-being. The monitoring of children's progress is good and ensures that any gaps in learning are quickly identified. Strategies are then put in place to close these gaps, such as focus groups and staff training. Recruitment and vetting procedures are in place for staff. New staff undergo an induction process and the manager provides supervision and staff meetings for all staff to support them in their work. Staff understand their roles and responsibilities to safeguard children and promote their welfare as they have access to the training and the support they need.

Quality of teaching, learning and assessment is good

Staff understand the learning and development requirements very well. They observe children as they play and identify the next steps in learning. They use this information effectively to plan stimulating activities indoors and outdoors to extend learning. Activities are rooted in children's interests and support children well. Staff actively engage in the children's play and are led by what they want to do. Staff use coincidental opportunities to promote learning very effectively. For example, as children learn about cause and effect when they play in the melted ice and paint, they also learn about shapes.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management compromise children's welfare. Nevertheless, children are happy and settled, and have warm and caring relationships with staff. Settling-in arrangements are suitable and children get to know the nursery routines well. Good strategies are in place to manage children's behaviour and staff encourage sharing and turn taking. Children are praised when they do well. Children are learning good independence skills. They learn how to put on their own coats and boots before going outdoors to splash in the puddles. They also learn self-care skills well. For example, children wash their hands at appropriate times of the day and serve their own food at lunchtime. This helps build self-esteem and confidence. Children learn to keep themselves safe well as they take manageable risks outdoors, such as climbing activities.

Outcomes for children are good

Children develop the skills that they need in readiness for school. Children are motivated to learn. They are curious and eager to master new skills. Children learn to recognise and say the sounds that letters represent. They begin to use simple mathematics, such as

adding one more or groups of objects together. Toddlers develop their language skills as they sing their favourite songs. Three- and four-year-old children listen effectively and communicate their thoughts as they listen to animal sounds and guess the name of the animal.

Setting details

Unique reference number	EY377285
Local authority	Bradford
Inspection number	1065202
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	71
Number of children on roll	65
Name of registered person	Wyke Community and Children's Centre Limited
Registered person unique reference number	RP905854
Date of previous inspection	29 April 2013
Telephone number	01274 800500

Wyke Community and Children's Centre Limited registered in 2008. The nursery and out-of-school club employ 14 members of staff. Of these, 12 staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 8am to 6pm, all year round. The out-of-school club opens during school term time, and from 8am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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