

# The Light of The World Community Centre Ltd

Light of the World Community Nursery, Gaythorne Road, BRADFORD,  
West Yorkshire BD5 7ES



<b>Inspection date</b>	3 April 2019
Previous inspection date	8 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The arrangements to monitor, mentor and train all staff are not as effective as they could be. As a result, there are inconsistencies in the quality of teaching and interactions between staff and children.
- While staff work closely with outside agencies and other professionals, the manager does not ensure that all staff make full use of this information. This results in children who need specific and individual support not consistently receiving the quality of input needed.
- The manager does not maintain the necessary certificates required to take and share images of children in accordance with the Data Protection Act (DPA) 1988.
- Staff do not maximise opportunities for children who prefer to learn outdoors.

### It has the following strengths

- Partnerships with parents are effective. Staff regularly liaise with parents to discuss their child's progress and to plan for the next stages of their learning. Children have access to stories and activity resources from the library to help further support their learning at home.
- Staff collect detailed information from parents about their child's individual needs, and what they already know and can do. Staff use this information to identify a child's starting points and to plan familiar care routines and activities, which helps children settle quickly.

## What the setting needs to do to improve further

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

	Due date
ensure supervision of staff and self-evaluation helps to sharply focus on effective coaching and training to improve staff knowledge, skills and practice	12/07/2019
maintain the necessary certificates according to the Data Protection Act (DPA) 1988	03/05/2019
ensure staff remain vigilant to and are aware of all children, to ensure their emerging needs are met through warm and positive interactions	12/07/2019
ensure staff consistently support children who have additional needs and require more support, to help engage them in activities and achieve the progress of which they are capable.	12/07/2019

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

- consider children's individual interests and next stages of learning when planning provision and activities for the outdoor play area, to maximise opportunities for children who prefer to learn outdoors.

### Inspection activities

- The inspector had a tour of all areas of the premises children access.
- The inspector held discussions with and considered the views of staff, children and parents.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and considered her evaluation.
- The inspector reviewed policies, procedures and other records regarding health and safety.

### Inspector

Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff demonstrate a secure understanding of the necessary procedures to follow should they have a concern about a child's welfare. The manager has embedded robust recruitment and vetting procedures which help to ensure all those who have access to children are suitable. That said, the manager does not ensure she holds the necessary certificates for taking, using and sharing images of children, according to the Data Protection Act (DPA) 1988. However, the impact to children is minimal because parents provide consent to take and use images of their child. Self-evaluation does not help to identify key weaknesses in practice which need improving. The manager supports staff to seek training. However, she does not monitor this carefully enough to ensure staff embed what they learn into practice, in order to maintain good levels of teaching.

### Quality of teaching, learning and assessment requires improvement

The staff are experienced and well qualified. However, the quality of teaching in the pre-school room is not consistently strong. Staff use observations and assessments to help monitor children's development and identify their next stages of learning. However, they do not consistently embed and use the learning strategies planned with outside agencies, for example to help promote children's communication and language skills. Staff are not always aware of what children are doing and fail to recognise ways to help engage and maintain their focus and attention during play. This means some children do not meet their next stages of learning. That said, staff engage and interact well with young children and babies. They sing songs and nursery rhymes and encourage children to babble and move their body to the rhythm of the music. Older children develop good hand dexterity as they draw pictures and ascribe meaning to the different marks they make. Children begin to count and recognise number symbols.

### Personal development, behaviour and welfare require improvement

Staff promote children's good health and help them develop good levels of independence during daily routines. For example, children learn to wash their hands and brush their teeth after mealtimes. Children have regular access to outdoor play and learn to be physically active. However, staff do not plan outdoor activities well enough to incorporate children's interests and next stages of learning, to maximise opportunities for those who prefer to learn outdoors. On occasions, staff in the pre-school room do not promote the expectations of children's good behaviour as they shout across the noisy playroom. This contributes to the exceedingly high noise levels and disrupts children's learning further.

### Outcomes for children require improvement

Not all children make the progress of which they are capable. For example, those with special educational needs do not consistently receive the individual resources and support they need to make good progress in their speech and language development. Staff do not interact well enough with children to help challenge and maintain their interest in the activities they complete. As a result, children are not as well prepared for their next stages of learning as they could be.

## Setting details

<b>Unique reference number</b>	EY387721
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10074207
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Light Of The World Community Centre Limited
<b>Registered person unique reference number</b>	RP910175
<b>Date of previous inspection</b>	8 January 2016
<b>Telephone number</b>	01274 730640

The Light of the World Community Centre Ltd registered in 2009. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, eight hold qualifications at level 3, and one holds a level 2 qualification. The nursery opens from Monday to Friday all year round, except for public holidays. Sessions are from 7.30am until 5.30pm. 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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